

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BAY HIGH SCHOOL

District Name: Bay

Principal: Billy May

SAC Chair: Don Gabreski

Superintendent: William Husfelt

Date of School Board Approval:

Last Modified on: 10/9/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011 - 2012 Principal of Bay High School. Grade: Not Yet Determined. Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55% None of the subgroups made AYP. 2010 - 2011 Principal of Bay High School. Grade: B. Reading Mastery: 49%, Math Mastery: 77%, Writing Master: 75%, Science Mastery: 48%, Learning Gains: Reading 45% and Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2009 - 2010 Principal of Cedar Grove Elementary School. Grade: C, Reading Mastery: 71%, Math Mastery: 70%, Writing Mastery: 75%, Science Mastery: 44%. Learning Gains: Reading 54% and Math 49%. Lowest 25%: Reading 66% and Math 50%. AYP: 74%. None of the AYP subgroups: Whites, Blacks, Economically Disadvantaged, and Students with

Principal	Mr. Billy May	BA - Elem Education, MS - Educational Leadership	2	14	<p>Disabilities made AYP in Reading and Math.</p> <p>2008 - 2009 Principal of Cedar Grove Elementary School. Grade: A, Reading Mastery: 80%, Math Mastery: 78%, Writing Mastery: 74%, Science Mastery: 50%. Learning Gains: Reading 63% and Math 70%. Lowest 25%: Reading 73% and Math 63%. AYP: 92%. None of the AYP subgroups: Whites, Blacks, Economically Disadvantaged, and Students with Disabilities made AYP in Reading or Math.</p> <p>2007 - 2008 Principal of Cedar Grove Elementary School. Grade: B, Reading Mastery: 78%, Math Mastery: 76%, Writing Mastery: 42%, Science Mastery: 34%. Learning Gains: Reading 61% and Math 62%. Lowest 25%: Reading 76% and Math 77%. AYP: 87%. None of the AYP subgroups: Whites, Blacks, Economically Disadvantaged, and Students with Disabilities made AYP in Reading or Math.</p> <p>2006 - 2007 Principal of Cedar Grove Elementary School. Grade: C, Reading Mastery: 73%, Math Mastery: 61%, Writing Mastery: 50%, Science Mastery: 22%. Learning Gains: Reading 75% and Math 55%. Lowest 25%: Reading 65% and Math 67%. AYP: 87%. None of the AYP subgroups: Whites, Blacks, Economically Disadvantaged, and Students with Disabilities made AYP in Reading or Math.</p> <p>Prior to 2006-2007, Mr. May was an Assistant Principal at Tommy Smith Elementary School which was a high-performing Title 1 school. He worked diligently to assist Tommy Smith Elementary School in climbing from a Grade of 'C' to an 'A' in 2005. Tommy Smith Elementary School also made AYP.</p>
Assis Principal	Mrs. Kris Palfrey	BA – English Lit, MS – Ed Leadership Certification: Art K - 12, Ed Leadership State of Florida	16	3	<p>2011 - 2012 Assistant Principal of Bay High School. Grade: Not Yet Determined. Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55%</p> <p>2010 - 2011 Assistant Principal of Bay High School. Grade: B. Reading Mastery: 49%, Math Mastery: 77%, Writing Master: 75%, Science Mastery: 48%, Learning Gains: Reading 45% and Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math.</p> <p>2009 - 2010 Assistant Principal for Guidance of Bay High School. Grade: Pending, Reading Mastery: 47%, Math Mastery: 79%, Science Mastery: 46%, Writing 73%. Learning Gains: Reading 45% and Math 76%. Lowest 25%: Reading 35% and Math 66%. AYP: 85%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math.</p> <p>2008 - 2009 AICE Coordinator of Bay High School. Grade: D, Reading Mastery: 51%, Math Mastery: 75%, Science Mastery: 45%. AYP: 79%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math.</p> <p>2007 - 2008 AICE Coordinator of Bay High School. Grade: B, Reading Mastery: 53%, Math Mastery: 79%, Science Mastery: 38%. AYP: 85%, Blacks and FRPL did not make AYP in Reading and Math.</p> <p>2006 - 2007 AICE Coordinator of Bay High School. Grade: C, Reading Mastery: 52%, Math Mastery: 75%, Science Mastery: 48%. AYP: 85%, Blacks and FRPL did not make AYP in Reading and Math.</p>
Assis Principal	Mr. Brian Bullock	BS - Social Science Education, MS Educational Leadership, Certifications: Social Science 6-12, Ed Leadership State of Florida	1		<p>2011 - 2012 Assistant Principal of Bay High School. Grade: Not Yet Determined. Reading Mastery: 57%, Algebra 1 EOC Mastery: 61%, Writing Mastery: 80%, Biology 1 EOC Mastery: 48%. Lowest 25% Reading Gains: 55% None of the subgroups made AYP.</p> <p>Prior to 2011 - 2012 Classroom Teacher Mowat Middle School</p>
		BA - Elementary Education, MS Counseling and Psychology, Ed			

64	9.4%(6)	17.2%(11)	31.3%(20)	42.2%(27)	42.2%(27)	12.5%(8)	6.3%(4)	9.4%(6)	12.5%(8)
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Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Susie McWhorter	Bruce Armstrong	Ms. McWhorter's students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee have been assigned common planning times. They are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the mentor is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Marlene Morris	Melissa Guynn	Ms. Guynn will be teaching AICE General Paper for the first time. Ms. Morris was an AICE English teacher and is currently the AICE Coordinator. Ms. Morris's AICE students have shown improvement by scoring at high performance levels on the AICE English Exams.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the mentor is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Karen Sansbury	Leigh Avery	Ms. Avery is a new Bay High School math teacher. Ms. Sansbury has successful classroom control, implementation of various reading and differentiated math strategies in the content area, and a high rate of success on end of course examinations. Her students have shown improvement in math achievement as reflected by the FCAT math learning gains and by scoring at high performance levels.	The mentor and mentees are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain and in analyzing data. Other areas include: teacher handbook overview, district policy, school site policies, new teacher induction process, book studies, classroom observations, modeling, and feedback.
		Mr. Schwab is a first year intensive	

Barbara Hicks- Reaching Coach	Tyler Schwab	reading teacher. He is working on his Reading Endorsement. Mrs. Hicks is an experienced reading coach with her Reading Endorsement. Mrs. Hicks's students have shown improvement in reading as reflected by the FCAT reading learning gains.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain. The Reading Coach will also pre and post conference with teacher, model lessons using reading and writing strategies, and provide feedback to improve Intensive Reading instruction. Mrs. Hicks is also providing support for the mentee seeking Reading Endorsement.
Barbara Hicks - Reading Coach	Amanda Barnett	Mrs. Barnett is a first year intensive reading teacher. He is working on his Reading Endorsement. Mrs. Hicks is an experienced reading coach with her Reading Endorsement. Mrs. Hicks's students have shown improvement in reading as reflected by the FCAT reading learning gains.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain. The Reading Coach will also pre and post conference with teacher, model lessons using reading and writing strategies, and provide feedback to improve Intensive Reading instruction. Mrs. Hicks is also providing support for the mentee seeking Reading Endorsement.
Barbara Hicks - Reading Coach	Megan Todd	Ms. Todd is a first year intensive reading teacher. He is working on his Reading Endorsement. Mrs. Hicks is an experienced reading coach with her Reading Endorsement. Mrs. Hicks's students have shown improvement in reading as reflected by the FCAT reading learning gains.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain. The Reading Coach will also pre and post conference with teacher, model lessons using reading and writing strategies, and provide feedback to improve Intensive Reading instruction. Mrs. Hicks is also providing support for the mentee seeking Reading Endorsement.
		Mr. Davidson is a new American History teacher to Bay High. Ms. Fowler has successful classroom	

Cindy Fowler	Daniel Davidson	control, implementation of various differentiated reading strategies in the content area, and a high rate of success on the AICE US History Test. Her students have shown improvement in reading achievement as reflected by the reading math learning gains and by scoring at high performance levels.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the mentor is modeling lessons using reading and writing strategies to teach Social Studies concepts.
Cinda Trexler	Heather Covert	Ms. Covert is a first year teacher art at Bay High School. Ms. Trexler is the district CRISS instructor with knowledge of classroom management strategies. Mrs. Trexler is assigned to all Bay High School first year teachers.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss evidenced-based strategies for each domain and in analyzing data. Other areas include: teacher handbook overview, district policy, school site policies, new teacher induction process, book studies, classroom observations, modeling, and feedback.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Billy May, Principal: Provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, provides staff with training of data-based decision-making and communicates with parents regarding school-based RtI plans and activities.

Tommy Smith, Instructional Specialist for RtI: Ensures that staff is implementing RtI with fidelity. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

General Education Teachers: Maegan DeMoss (Reading), Lisa Garrett (Math), Jill Hanson (Science), Cindy Fowler (Social Studies, Laurie Bakanovic (ESE): These general education representatives provide information about core instruction, participate in making sure that Tier 1 instruction/intervention is/are being implemented and student data is collected. If needed, they will collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Jane Dragoo, ESE Coordinator: Participates in student data collection, provides assistance to General Education and ESE Teachers in instruction and intervention techniques, assists in progress monitoring, serves as liaison between school and parents.

Barbara Hicks, Reading Coach: Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches and provides this literature for the faculty. Assists with whole school screening programs, assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

John Marshall, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Kelly Woosley, Speech Language Pathologist: Educates the team on the role language plays in curriculum, assessment, and instruction, assists in the selection of screening measures; and helps identify systemic patterns of student need related to language skills/deficits.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Bay Leadership Team will focus on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students. The Bay Leadership Team will meet at least 3 times per year to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

The MTSS/RtI Leadership Team will also meet monthly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Additionally, representatives of the RtI Leadership Team will meet with subject area teams to effectively and efficiently implement and coordinate problem-solving and RtI across school plans and initiatives.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Representatives of the RtI Leadership Team met with the School Advisory Council (SAC), Bay Leadership Team (BLT), and principal to help develop the SIP. The representatives provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); discussed the need for fidelity of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The representatives also discussed the role of Positive Behavior Support to assist in the implementation of RtI for behavior.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Academic Baseline data: Discovery Education Assessment (DEA), Florida Comprehensive Assessment Test (FCAT), End of Course Examinations (EOCs).

Social/Emotional/Behavioral Baseline data: Referral and suspension data from previous year, School-wide Information System (SWIS) data, and teacher nomination for students with chronic behavior problems.

Academic Mid-year data: Discovery Education Assessment (DEA), FCAT Simulation, and PSAT for 10th graders

Social/Emotional/Behavioral Mid-year data: SWIS data, and teacher nomination for students with chronic behavior problems.

Academic End of Year Data: DEA, FCAT

Social/Emotional/Behavioral End of Year Data: SWIS

Frequency of Data Analysis:

Tier 1: progress monitor 3 times per year

Tier 2: progress monitor 1 times a month

Tier 3: progress monitor weekly

Describe the plan to train staff on MTSS.

Professional development will be provided by the RtI/PBS Staff Training Specialist, Tommy Smith, during faculty meetings, common planning periods, and/or special school-based staff development days. District RtI staff will meet with Instructional

Specialist to train on district RtI policies and procedures. District staff development department will assist as needed. An introduction to RtI was presented at the beginning of school.

The RtI team will evaluate additional staff PD needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

Scheduled meeting times of the MTSS Leadership Team are selected to provide access for all teachers. The Professional Development Lab has cork boards set aside for posting data on all students to provide a visual reference.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Billy May, Principal; Barbara Hicks, Literacy Coach; Kris Palfrey, Assistant Principal; Gay Speights, Assistant Principal; Brian Bullock, Assistant Principal; Blythe Carpenter, Administrative Assistant; Susie McWhorter, English; Maegan DeMoss, Reading; Cynthia Fowler, Social Studies; Jill Hansen, Science; and Laurie Bakanovic, ESE; and Lisa Garrett, Math.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT for Bay High follows the Bay District Comprehensive Reading Plan. The team's purpose is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will meet monthly and both the principal and coach will have the responsibility of determining agendas and facilitating the Literacy Leadership Team meetings. The principal will support the Literacy Leadership Team as they develop site based guidelines for literacy development. The principal and coach will be expected to meet together regularly to discuss reading data, plan agendas for LLT meetings, and based on the needs reflected in the data, develop an appropriate plan for professional development. Billy May, Principal, serves as chair with the Literacy Coach.

What will be the major initiatives of the LLT this year?

Bay High School will host a low cost book fair this year in order to help our economically disadvantaged students. The LLT will do a book study of "Focus" that speaks to incorporating vocabulary as a reading strategy across all content areas. Lesson study for the Reading and Science Departments will be a priority at Bay High School and the LLT will help lead this initiative by helping schedule substitutes in classrooms in order for teachers to plan and implement this initiative effectively. Additionally, the LLT will encourage teachers to share with their students the books they are reading by posting this information on their doors.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

n/a

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Bay High School has made it a priority for teachers of all content areas to be responsible for teaching reading strategies in their area. Professional Development will be offered school-wide for CRISS training in order for all teachers to effectively implement strategies that will differentiate instruction for all students. Teachers will be strongly encouraged to have reading as a part of their Individual Professional Development Plan (IPDP) for the 2012-2013 school year. Professional Development

will also be provided on progress monitoring data from the Discovery Education Assessment three times a year. Florida Continuous Improvement Model (FCIM) calendars are in use at Bay High and will focus on the reading benchmarks that are measured on FCAT, regardless as to which content area they cover. English teachers with level 2 students and students in the 9th Grade Academy will follow the Secondary Reading Framework (SRF) as established in Bay District. Our belief is that reading is the responsibility of every teacher at Bay High School. Lesson Plans have been rewritten to contain reading strategies utilized by the teachers with reflection on the lesson as a part of the template.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers elective courses in art, culinary operations, technology, and dual enrollment courses in law enforcement and career study. These courses focus on job skills and some provide opportunities for internships in the community. A daily focus of the school is for teachers and students to ask each other, "Why am I learning this?" to ensure instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events; American Government classes utilize current events in the study of government. Speakers from various fields are a part of the 9th Grade Academy. Junior students are encouraged to be a part of Leadership Bay which is a function of the Bay County Chamber of Commerce. This program provides students with the opportunity to see all of the work environments of Bay County.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school offers students elective courses in art, band, chorus, journalism, physical education, culinary operations, law enforcement, technology, career study, and several dual enrolled course options. Courses are added at student request and advanced courses are designed to further core knowledge in many areas. Every year, after FCAT testing, students and parents participate in a course selection activity entitled "Counting Down to College and Career" that exposes them to course offerings and provide relevant information for a student's course selection. After the program "Counting Down to College and Career," students meet one-on-one with a counselor to decide what classes will be taken. Emphasis is placed on curriculums that allow students to earn one of the three Florida Bright Futures scholarship opportunities. Parents are invited to these meetings; if parents are unable to participate in the meeting, they are asked to sign the student's course selection card to ensure parental participation.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

After analyzing the data from PERT, SAT, and ACT, the school continues to provide and emphasize strong academic course selections to prepare graduates for the postsecondary experience. Level 3 course offerings in math and science have been increased for school year 2012-2013 by replacing several Level 2 courses with Level 3 courses. Students were encouraged to select these courses during registration. All tenth grade students are provided the opportunity to take the PSAT for free, while juniors are encouraged to take the PSAT. Students who were unable to afford the junior year PSAT were financially assisted by a donation from a business partner. A student-parent meeting to review PSAT scores will be held again when score reports are distributed and strategies for improving these scores are shared. Post-secondary Educational Readiness Tests (PERT) are tracked for all students. Students begin sitting for this examination the spring before they plan to take a dual enrolled course. If the students have not taken a dual enrolled course by their junior year, all juniors sit for the examination. During the 2011-2012 School Year, AICE General Paper, AICE English Literature (A Level), and AICE English Language became the senior level English courses thus insuring all students have participated in at least one acceleration mechanism course before graduating. However, during the 2012-2013, this opportunity was denied to all students by the state. Only students earning the college ready score on the PERT are allowed to opt for an AICE English course. Professional development will occur this year in AICE English Language to prepare to offer AICE General Paper for all juniors in the 2013-2014 School Year. The AICE Diploma Program, which is an avenue to the Bright Futures Academic and Medallion scholarships, has increased the number of participants for this school year. A new Vocational Gold Seal program in Digital Design was added for School Year 2012-2013. New registration packets provided students with more information about the Gold Seal Programs during School Year 2012-2013 registration process. Students were encouraged to participate in one of the Florida Bright Futures Scholarship programs. A College Fair to promote interest in colleges will be hosted in conjunction with the School Advisory Council in the fall. A parent-student program for student-athletes will be held in the fall to promote interest in academic and athletic scholarships. All class members of 2013 will be required to complete a survey as part of their graduation packet to improve the validity of our data. This survey will occur during the spring session to promote enrollment in post secondary college, university, or vocational schools.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 9th and 10th, 80% (620) or more of the students will achieve proficiency in reading on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th graders 53% (202) 10th graders 57% (165)	9th and 10th graders 80% (620) will achieve proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some teachers lack skill in differentiated instruction.	CRISS strategies, Lesson Study, Kagan, Professional Development in DI in the Secondary Classroom, and Modeling Lessons	Administration and Literacy Coach	Classroom Walk Throughs (CWT), Data Chats, and Lesson Plans	IPDPs, DEA, and FCAT
2	Low percentage of CAR-PD or Reading Endorsed (RE) teachers	Encourage teachers to get certified through BEACON Learning for teachers to obtain CAR-PD or RE.	Administration and Literacy Coach	Individual Professional Development Plan (IPDP) Goal	Individual Professional Development Plans (IPDP) documentation
3	Student's lack of preparedness can serve as barriers to reaching this goal.	Secondary Reading Framework, Independent Reading, Classroom Libraries, Direct Instruction, Guided Reading, and Lesson Study.	Administration, Literacy Coach, and District Staff Training Specialist	CWT, Lesson Plans, Fidelity Checks, Teacher Appraisal Plan	District Fidelity Check Reports, DEA, and FCAT Reading assessment
4	Poor student attendance hinders success.	Teachers will review 20 day attendance report. Teachers are contacting parents about excessive tardies and absences prior to referral to child study team. Attendance incentives are being provided to students. Administrator is assigned to attendance issues.	Administration, Teachers, and Literacy Coach	Improved student attendance	FOCUS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	50% (5) or more of the students will achieve Levels 4, 5, and 6 in reading on the 2013 Reading FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (10)			50% (5)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences in large classes	Use of an online curriculum to address specific access points and strategies to benefit special population and their needs.	Teacher and Paraprofessional	Increased levels of access points	FAA
2	FAA begins in January	Consistent exposure and instruction in reading access points in all classes.	Teacher and Paraprofessional	Increased levels of access points	FAA
3	Larger class sizes with increased population	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 9th and 10th, 40% (310) or more of the students will be above proficiency in reading on the 2013 FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (221)	40% (310)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of content area reading instruction.	Explicitly infuse FCAT tested reading benchmarks into content area instruction.	Administration, Content Area Teachers, and Literacy Coach	CWT and Lesson Plans	DEA and FCAT
2	Course selections are not rigorous enough.	Encourage students to request courses with greater rigor. Provide information to parents about rigor and relevance through newsletters and Open House opportunities.	Administration, Guidance, and Counselors	Course requests and Guidance Counselor registration chats.	FOCUS and Course Schedules

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	70% (7) or more of the students will achieve Level 7 in reading on the 2013 Reading FAA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	70% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences in large classes.	Use of an online curriculum to address specific access points and strategies to benefit special population and their needs.	Teacher and Paraprofessional	Increased levels of access points	FAA
2	FAA begins in January.	Consistent exposure and instruction in reading access points in all classes.	Teacher and Paraprofessionals	Increased levels of access points	FAA
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 9th and 10th, 51% (211) or more of the students will make a learning gain in reading on the 2011 FCAT Reading Test
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	51%(211)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some teachers lack skills in differentiated instruction.	Provide CRISS professional development/follow ups, and incorporate Lesson Study. Professional Development in Kagan.	Administration, Literacy Coach, District Staff Training Specialist, and National Trainers for Kagan.	CWT, Attend Lesson Study team (PLC) meetings, instructional observations, and follow-up discussions	Lesson Plans
2	Student's lack of preparedness can serve as barriers for reaching this goal.	Secondary Reading Framework, Independent Reading, Classroom Libraries, Direct Instruction, Guided Reading, and Lesson Study	Administration, Literacy Coach	CWT, Lesson Plans	DEA, Lesson Plans, and FCAT
	Poor student attendance.	Teachers will review 20 day attendance report. Teachers are contacting parents about excessive tardies and absences prior to referral to child	Administration and Teachers	Improved student attendance	FOCUS

3		study team. Attendance incentives are being provided to students. Teachers will utilize Parent Portal to notify parents. Administrator assigned to attendance.			
4	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan. Professional Development in DI	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments	Lesson Plans, DEA, FCAT
5	Lack of motivation by Level 1 male and female students.	Teachers of the 9th Grade Academy will make daily and/or weekly parent contact. Smaller teacher/student ratio. Students' have been assigned a mentor. Common Planning for teachers to collaborate. One paraprofessionals assigned to academy. Release time for planning and professional development.	Administration and Teachers	CWT, Growth on progress monitoring assessments, and Discipline Referrals	SWIS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	85% (20) will make learning gains in reading on the 2013 Reading FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(8)	85%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences.	Use of online curriculum to address specific access points and strategies to benefit special population and their needs.	Teacher and Paraprofessional	Increased levels of access points.	FAA
2	FAA begins in January.	Consistent exposure and instruction in reading access points in all classes.	Teacher and Paraprofessional	Increased levels of access points	FAA
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points.	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 9-10, 60% or more of students in the lowest 25% will make learning gains in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 2 fluent students require CAR-PD or Reading Endorsed content area teachers. Bay High has a low number of teachers with CAR-PD or RE.	District will offer free CAR-PD or Reading Endorsed classes through BEACON Learning. Teachers will be encouraged to enroll.	Administration and Literacy Coach	Teacher Appraisal System and IPDP.	Individual Professional Development Plan documentation and Beacon Learning documentation.
2	Student's lack of preparedness can serve as barrier to reaching this goal.	Secondary Reading Framework, Independent Reading, Classroom Libraries, Direct Instruction, Guided Reading, Lesson Study, Kagan, QAR instruction, and Professional Development in special population.	Administration, Literacy Coach, District Staff Training Specialist, and National Kagan Trainers	Lesson Plans, CWT, Fidelity Checks	DEA and FCAT
3	Poor student attendance.	Teachers will review 20 day attendance report. Teachers are contacting parents about excessive tardies and absences prior to referral to child study team. Attendance incentives are being provided to students. Administrator assigned to attendance.	Administration and Teachers	Improved Student Attendance	FOCUS
4	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan methods. Increased use of 21st Century Technology.	Administration, Literacy Coach, District Staff Training Specialist, and National Kagan Trainers	CWT, Behavior Logs, and Referrals, growth on all progress monitoring assessments.	SWIS, DEA, and FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The Target AMO Goal for 2012-2013 is 61% of all students for the 2012-2013 in Reading.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	61%	65%	69%	73%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2013 the non-proficient: White AYP Subgroup will decrease by 5% (374) Black AYP Subgroup will decrease by 5% (146) Hispanic AYP Subgroup will decrease by 5% (18)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White AYP Subgroup proficient 67% (282) Black AYP Subgroup proficient 27% (47) Hispanic AYP Subgroup proficient 51% (20)	The proficient: White AYP Subgroup will increase to 72% (336)proficient. Black AYP Subgroup will increase to 32% (69)proficient. Hispanic AYP Subgroup will increase to 56% (23) proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of preparedness can serve as barrier to reaching this goal.	Secondary Reading Framework, Independent Reading, Classroom Libraries, Direct Instruction, Guided Reading, Lesson Study, Kagan, QAR Instruction, and professional development in special populations.	Administration, Literacy Coach, District Staff Specialist, and National Kagan Trainers	Lesson Plans, CWT, Fidelity Checks	DEA and FCAT
2	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Teachers	Improved Student Attendance	FOCUS
3	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan methods. Use of SmartBoard technology.	Administration, Literacy Coach, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Behavior Logs and Rferrals, and growth on all progress monitoring assessments. Lesson Plans.	SWIS, DEA and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	51%(5)or more of ELL students will make learning gains in reading on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Group less than 10.	51% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration, District Director of ELL Services, and Teachers	Improved Student Attendance	FOCUS
2	Lack of English vocabulary in both reading and content areas.	Use of Rosetta Stone. Bilingual instructor and paraprofessional. Use of translations of textbooks and dictionaries.	Administration, District Director of ELL Services, and Teacher	Improved CELLA and FCAT scores.	CELLA and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	51%(52)or more of SWD students will make learning gains in reading on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (17)	51%(52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of preparedness can serve as barrier to reaching this goal.	Secondary Reading Framework, Independent Reading, Classroom Libraries, Direct Instruction, Guided Reading, Lesson Study, Kagan, QAR Instruction, and professional development in special populations. Administration, Literacy Coach, District Staff Specialist, and National Kagan Trainers Lesson Plans, CWT, Fidelity Checks DEA and FCAT	Administration, Literacy Coach, District Staff Specialist, and National Kagan Trainers Lesson Plans, CWT, Fidelity Checks DEA and FCAT	Lesson Plans, CWT, Fidelity Checks	DEA and FCAT
2	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Teachers	Improved Student Attendance	FOCUS
	High levels of distractibility.	All teachers will incorporate CRISS	Administration, Literacy Coach,	CWT, Behavior Logs and Rferrals, and growth on	SWIS, DEA and FCAT

3		strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan methods. Use of SmartBoard technology.	Technology TOSA, District Staff Specialist, and National Kagan Trainers CWT, Behavior Logs and Referrals, and growth on all progress monitoring assessments. Lesson Plans. SWIS, DEA and FCAT	all progress monitoring assessments. Lesson Plans.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013, the non-proficient Economically Disadvantaged AYP subgroup will decrease by 5% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged AYP subgroup proficient 40% (142)	Non-proficient Economically Disadvantaged AYP subgroup will decrease by 5% (22) to 55% (246).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of preparedness can serve as barrier to reaching this goal.	Secondary Reading Framework, Independent Reading, Classroom Libraries, Direct Instruction, Guided Reading, Lesson Study, Kagan Methods, professional development in reading for specific populations.	Administration, Literacy Coach, District Staff Training Specialist, and National Kagan Trainer	Lesson Plans, CWT, Fidelity Checks	DEA and FCAT
2	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator will be assigned to attendance.	Administration and Teachers	Improved Student Attendance	FOCUS
3	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan Methods. Use of SmartBoard in classroom instruction. Professional development in reading for specific populations.	Administration, Literacy Coach, District Staff Training Specialist, and National Kagan Trainer, and Teachers	CWT, Behavior Logs and Referrals, Growth on all progress monitoring assessments.	SWIC, DEA, and FCAT
	Lack of motivation.	Teachers of the 9th Grade Academy will make daily and/or weekly parent contact. Smaller teacher/student ratio.	Administration and Teachers	CWT, Growth on progress monitoring assessments, and Behavior logs	SWIS, DEA, and FCAT

4		Students have been assigned a mentor. Common Planning for teachers to collaborate. One paraprofessional and student mentors will be assigned to academy.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction for Secondary Students	9-12	District Staff Training Specialist, Literacy Coach, and Administration	School-wide	Between October, 2012 and February, 2013	1. Lesson Plans 2. IPDP 3. Teacher Appraisal System	Administration, District Staff Training Specialist, and Literacy Coach
Creating Independence through Student-owned Strategies (CRISS)	9-12	District CRISS Trainers	9-12 Content Area Teachers and Intensive Reading Teachers	Weekly department meetings (PLC), teacher planning, Reading Leadership Team, and monthly BLT meeting	1. Teacher Appraisal System 2. Lesson Plans 3. IPDP	Administration and Literacy Coach
Lesson Study	9-12	District Trainer and Literacy Coach	Intensive Reading and Select Content Area Teachers	Lesson Study Phase Department Meetings by January, 2013	1. Lesson Plans 2. IPDP 3. Teacher Appraisal System	Administration, District Trainer, and Literacy Coach
Secondary Reading Framework	9-12	District Trainers	9-12 Intensive Reading Teachers	All new intensive reading teachers will be trained prior to November, 2012, and will visit District's Secondary Reading Demo Teacher	Within a week of the observation, the teacher will have a follow-up discussion with the Literacy Coach. District Trainer will contact new teachers following Secondary Reading Framework.	District Secondary Reading Framework Trainers and Literacy Coach
QAR Strategies Through Technology	9-12	QAR Trainer, Literacy Coach, and Tech TOSA	School-wide	Monthly Professional Development during common planning	1. Sharing of successes at monthly professional development trainings 2. Reflection activities	Administration, QAR Trainer, and Literacy Coach
DEA Progress Monitoring	9-12	Administration and Tech TOSA	School-wide	Monthly Professional Development during common planning by October, 2012	1. Teachers and administrators will discuss the impact of reading strategies on student achievement by analyzing DEA data.	Administration and Literacy Coach
SmartBoard Training for Teachers of Functional Students	9-12	District	Teachers of Functional Students	Summer 2012	Lesson Plans and Teacher Observation	ESE Teachers
SmartBoard Training	9-12	Technology TOSA	School-wide	Monthly Professional Development during common planning throughout year	PD Sign-in Sheets	Administration and Technology TOSA
Common Core Reading and Writing Standards	9-12	Margo Deal, Staff Training Specialist	School-wide	Professional Development Meeting - November 2012	PD Sign-in Sheets and Lesson Plans	Administration and Department Chair

Boys in Crisis	9-12	Cinda Trexler, Staff Training Specialist	School-wide	Professional Development Days - May 2013	PD Sign-in Sheets	Administration and Staff Training Specialist
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Lesson Study Materials Training for Teachers	District Budget	\$2,000.00
CRISS	CRISS Strategies Training Manual Training for Teachers	District and School Budget	\$2,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
DEA Progress Monitoring	DEA Online Progress Monitoring Training for Teachers	District Budget	\$0.00
QAR Through Technology	QAR Materials 21st Century Classrooms	District and School Budget	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Secondary Reading Framework Demonstration Classroom Observation	Intensive Reading Demonstration Classroom	District Budget	\$500.00
Differentiated Instruction for Secondary Students	Textbook	School Budget	\$500.00
Boys in Crisis	Videos	District Budget	\$0.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	51%(9)or more of the ELL students will achieve Proficient Level on the 2013 CELLA Listening/Speaking test.
2012 Current Percent of Students Proficient in listening/speaking:	
35% (6) ELL students were considered proficient.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration, District Director of ELL Services, and Teachers	Improved Student Attendance	FOCUS
2	Lack of English vocabulary in both reading and content areas.	Use of Rosetta Stone. Bilingual instructor and paraprofessional. Use of translations of textbooks and dictionaries.	Administration, District Director of ELL Services, and Teachers	Improved CELLA and FCAT scores.	CELLA and FCAT
3	Lack of enrollment in English courses.	Review registration process to assure students are placed in English courses and courses that students are encouraged to speak.	Administration, District Director of ELL Services, and Teachers	Improved CELLA and FCAT scores.	CELLA and FCAT

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

51%(9) or more of the ELL students will achieve Proficient Level on the 2013 CELLA Reading test.

2012 Current Percent of Students Proficient in reading:

6% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration, District Director of ELL Services, and Teachers	Improved Student Attendance	FOCUS
2	Lack of English vocabulary in both reading and content areas.	Use of Rosetta Stone. Bilingual instructor and paraprofessional. Use of translations of textbooks and dictionaries. Use of high interest, low vocabulary books in independent reading.	Administration, District Director of ELL Services, and Teachers	Improved CELLA and FCAT scores.	CELLA and FCAT

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

51%(9)or more of the ELL students will achieve Proficient Level on the 2013 CELLA Writing test.

2012 Current Percent of Students Proficient in writing:

17% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A lack of student preparedness due to infrequent writing assignments.	Students will address an FCAT prompt each month in ELL and English classes.	Administration, Department Chair, ELL Teachers	Copies of exams along with graded rubrics and student work samples will be reviewed for effectiveness.	Improvement on 2013 FCAT Writing assessment and 2013 CELLA Writing Assessment.
2	Teachers are unaware of new scoring criteria.	Common planning time will be set aside for training and scoring.	Administration, Department Chair, and ELL Teachers	Teachers will review results of writing assessment to determine progress	Improvement on 2013 FCAT Writing Assessment and 2013 CELLA Writing Assessment.
3	Lack of consistent teacher scoring of writing.	FCAT prompt responses will be graded in teacher groups every six weeks. Students will be taught the scoring rubric and will self assess in groups on the alternate weeks. ELL Teachers will work one on one with students in shorter versions of FCAT Writing Prompts.	Administration, Department Chair, and ELL Teachers	Teachers will review results of the writing assessments to determine progress.	Improvement on 2013 FCAT Writing Assessment and 2013 CELLA Writing Assessment.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone	Computer Program Computers	District Budget	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Anchor Set Training	Substitutes	School Budget	\$100.00

FCAT Writing Rubric Training	Substitutes	School Budget	\$100.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary Helps	Dictionaries	School	\$300.00
			Subtotal: \$300.00
			Grand Total: \$500.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	100%(24) or more of the students will achieve Levels 4, 5, and 6 on the 2013 Mathematics FAA Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(10)	100%(24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences in large classes.	Use of online curriculum to address specific access points and strategies to benefit special population and their needs.	Teacher and Paraprofessional	Increased levels of access points	FAA
2	FAA begins in January	Consistent exposure and instruction in mathematics access points.	Teacher and Paraprofessional	Increased levels of access points	FAA
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	40% (6) or more of the students will score at or above Level 7 on the 2013 FAA Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(3)	40% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences in large classes.	Use of online curriculum to address specific access points and strategies to benefit	Teacher and Paraprofessional	Increased levels of access points	FAA

		special population and their needs.			
2	FAA begins in January	Consistent exposure and instruction in mathematics access points.	Teacher and Paraprofessional	Increased levels of access points	FAA
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	95% (23) or more of the students will make learning gains on the 2013 FAA Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (9)	95% (23)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	55% (259) or more of the students will score at Achievement Level 3 on the 2013 End of Course Algebra 1 Examination.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
52% (109)9th Graders 43% (6) 10th Graders	55%(259)				
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Lack of preparedness for the next level of	Differentiated instruction, guided practice, DEA	Administration, Department Chair,	DEA Data, Lesson Plans, Classworks Data, and	Classworks, DEA, and EOC.	

1	mathematics.	progress monitoring, implementation of Intensive Mathematics course for all Level 1's and 2's. Implementation of Intensive Mathematics course for RtI students with focus on Classworks.	Classworks Representative, and Mathematics Learning Community	EOC	
2	Lack of familiarity with testing medium.	Monthly computer based testing for student in intensive math classes.	Administration, Department Chair, and Mathematics Learning Community	DEA DATA, Lesson Plans, Classworks Data, and EOC	Classworks, DEA, and EOC
3	Lack of motivation by Level 1 male and female students.	Teachers of the 9th Grade Academy will make daily and/or weekly parent contact. Smaller teacher/student ratio. Students' have been assigned a mentor. Common Planning for teachers to collaborate. One paraprofessional assigned to academy. Release time for planning and professional development.	Administration, Department Chair, and Mathematics Learning Community	CWT, DEA Data, and Discipline Referrals	SWIS
4	High levels of distractibility.	All teachers will address different learning modalities. Teachers will incorporate differentiated instruction and implementation of Kagan Strategies. Increased use of 21st Century technology. All teachers will incorporate CRISS strategies in lessons.	Administration, Department Chair, Mathematics Learning Community, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOC	Lesson Plans, DEA, Classworks, and EOC
5	Lack of familiarity with vocabulary.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies.	Administration, Department Chair, Mathematics Learning Community, and District CRISS Staff Training Specialist	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOC	Lesson Plans, DEA, Classworks, and EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	15% (71) or more of the students will score at or above Achievement Level 4 on the 2013 End of Course Algebra 1 Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (23) 9th Graders 0% (0) 10th Graders	15%(71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with testing medium.	Monthly computer based testing for students in all classes.	Administration, Department Chair, and Mathematics	DEA DATA, Lesson Plans, and EOC	DEA and EOC

			Learning Community		
2	Lack of familiarity with vocabulary.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies.	Administration, Department Chair, Mathematics Learning Community, and District CRISS Staff Training Specialist	CWT, Growth on all progress monitoring assessments, Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC
3	Lack of engagement of students.	Implementation of Differentiated Instruction and Kagan strategies. Increased use of 21st Century Technology.	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, DEA Data, Lesson Plans, and EOC	Lesson Plans, DEA, and EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # The Target AMO Goal for 2012-2013 is 63% of all students for the 2012-2013 in all EOCs and FAA. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	63%	66%	69%	73%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	In 2013, the non-proficient: White AYP Subgroup will decrease by 3% Black AYP Subgroup will decrease by 3% Hispanic AYP Subgroup will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
This information is for all mathematics testing. White AYP Subgroup proficient 77% Black AYP Subgroup proficient 51% Hispanic AYP Subgroup proficient 76%	The non-proficient: White AYP Subgroup will decrease by 3% Black AYP Subgroup will decrease by 3% Hispanic AYP Subgroup will decrease by 3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
2	Lack of familiarity with vocabulary.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies.	Administration, Department Chair, Mathematics Learning Community, and District CRISS Staff Training Specialist	CWT, Growth on all progress monitoring assessments, Lesson Plans, DEA, and EOC	Lesson Plans, DEA, Classworks, and EOC
	Lack of motivation.	Implementation of	Administration, Department	CWT, Growth on	DEA and EOC

3	CRISS and Kagan strategies. Increased use of 21st Century Technology.	Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	progress monitoring assessments, and EOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	55%(16)or more of ELL students will make satisfactory progress on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th Graders Not Tested 50% (4) 10th Graders	55% (9)9th Graders 55% (7) 10th Graders

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
2	Lack of familiarity with vocabulary in both reading and content areas.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies. Use of Rosetta Stone. Bilingual instructor and paraprofessional. Use of translations of textbooks and dictionaries.	Administration, Department Chair, Mathematics Learning Community, District CRISS Staff Training Specialist, and District Director of ELL Services	CWT, Growth on all progress monitoring assessments, Lesson Plans, DEA, and EOC	Lesson Plans, DEA, Classworks, and EOC
3	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Growth on progress monitoring assessments, and EOC	DEA and EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	38%(132)or more of Students with Disabilities (SWD) will make satisfactory progress on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	38% (84) 9th Graders 38% (48) 10th Graders

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
2	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Growth on progress monitoring assessments, and EOC	DEA and EOC
3	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan. Professional Development in DI	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOCs	Lesson Plans, DEA, and EOCs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	51% or more of Economically Disadvantaged students will make satisfactory progress on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	51%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
2	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and	CWT, Growth on progress monitoring assessments, and EOC	DEA and EOC

			National Kagan Trainers		
3	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan. Professional Development in DI	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOCs	Lesson Plans, DEA, and EOCs

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	60% (232) or more of the students will score at Achievement Level 3 on the 2013 End of Course Geometry Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(18)9th Graders 57% (52) 10th Graders	30% (69)9th Graders 60% (163) 10th Graders

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of preparedness for the next level of mathematics.	Differentiated instruction, guided practice, DEA progress monitoring.	Administration, Department Chair, and Mathematics Learning Community	DEA Data, Lesson Plans, CWT, and EOC	DEA and EOC
2	High levels of distractibility.	All teachers will address different learning modalities. Teachers will incorporate differentiated instruction and implementation of Kagan Strategies. Increased use of 21st Century technology. All teachers will incorporate CRISS strategies in lessons.	Administration, Department Chair, Mathematics Learning Community, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC
3	Lack of familiarity with vocabulary.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies.	Administration, Department Chair, Mathematics Learning Community, and District CRISS Staff Training Specialist	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels	
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4 and 5 in Geometry. Geometry Goal #2:	60% (205) or more of the students will score at or above Achievement Level 4 on the 2013 End of Course Geometry Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	60% (205)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with testing medium.	Monthly computer based testing for students in all classes.	Administration, Department Chair, and Mathematics Learning Community	DEA DATA, Lesson Plans, and EOC	DEA and EOC
2	Lack of familiarity with vocabulary.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies.	Administration, Department Chair, Mathematics Learning Community, and District CRISS Staff Training Specialist	CWT, Growth on all progress monitoring assessments, Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC
3	Lack of engagement of students.	Implementation of Differentiated Instruction and Kagan strategies. Increased use of 21st Century Technology.	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, DEA Data, Lesson Plans, and EOC	Lesson Plans, DEA, and EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	The Target AMO Goal for 2012-2013 is 63% of all students for the 2012-2013 in all EOCs and FAA.				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	66%	69%	73%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	In 2013, the non-proficient: White AYP Subgroup will decrease by 3% Black AYP Subgroup will decrease by 3% Hispanic AYP Subgroup will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
This information is for all mathematics testing. White AYP Subgroup proficient 77% Black AYP Subgroup proficient 51% Hispanic AYP Subgroup proficient 76%	In 2013, the non-proficient: White AYP Subgroup will decrease by 3% Black AYP Subgroup will decrease by 3% Hispanic AYP Subgroup will decrease by 3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
2	Lack of familiarity with vocabulary.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies.	Administration, Department Chair, Mathematics Learning Community, and District CRISS Staff Training Specialist	CWT, Growth on all progress monitoring assessments, Lesson Plans, DEA, and EOC	Lesson Plans, DEA, Classworks, and EOC
3	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Growth on progress monitoring assessments, and EOC	DEA and EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	51% or more of ELL students will make satisfactory progress on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration, District Instructional Specialist for ESOL, and Mathematics Learning Community	Improved Student Attendance	FOCUS
2	Lack of familiarity with vocabulary in both reading and content areas.	Teach vocabulary explicitly through the use of interactive word walls and vocabulary journals. Use of CRISS strategies. Use of	Administration, Department Chair, Mathematics Learning Community, District CRISS Staff Training Specialist, and District Director of ELL Services	CWT, Growth on all progress monitoring assessments, Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC

		Rosetta Stone. Bilingual instructor and paraprofessional. Use of translations of textbooks and dictionaries.			
3	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Growth on progress monitoring assessments, and EOC	DEA and EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	51% or more of Students with Disabilities (SWD) will make satisfactory progress on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Growth on progress monitoring assessments, and EOC	Lesson Plans, DEA, and EOC
2	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
3	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan. Professional Development in DI	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not	
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making satisfactory progress in Geometry. Geometry Goal #3E:	51% or more of Economically Disadvantaged students will make satisfactory progress on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores not provided for School Year 2011-2012.	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation.	Implementation of CRISS and Kagan strategies. Increased use of 21st Century Technology.	Administration, Department Chair, Mathematics Learning Community, Technology TOSA, District Staff Specialist, and National Kagan Trainers	CWT, Growth on progress monitoring assessments, and EOC	Lesson Plans, DEA, and EOC
2	Lack of student attendance.	Teachers will review 20 day attendance report. Teachers will contact parents about excessive tardies and absences prior to referral to child study team. Attendance incentives will be provided to students. Administrator assigned to attendance.	Administration and Mathematics Learning Community	Improved Student Attendance	FOCUS
3	High levels of distractibility.	All teachers will incorporate CRISS strategies in lessons. Instruction will address different learning modalities. Professional development in Kagan. Professional Development in DI	Administration, Teachers, District Staff Training Specialist, and National Trainers for Kagan	CWT, Growth on all progress monitoring assessments Lesson Plans, DEA, and EOC	Lesson Plans, DEA, and EOC

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SmartBoard Training for Functional Student Teachers	9-12	District	Functional Student Teachers	Summer 2012	Lesson Plans and Teacher Observation	ESE Teacher
				Monthly Professional		

SmartBoard Training	9-12	Technology TOSA	School-wide	Development during common planning throughout year	PD Sign-in Sheets	Administration and Technology TOSA
Secondary Math Framework	Mathematics	District	Math Teachers			Administration, District Trainer, and Department Chair
DEA Progress Monitoring	9-12	Administration and Technology TOSA	School-wide	Monthly Professional Development during Common Planning by October, 2012	Teachers and administrators will discuss the impact of mathematics strategies on student achievement by analyzing DEA data.	Administration
Differentiated Instruction for Secondary Students	9-12	District Staff Training Specialist, Literacy Coach, and Administration	School-wide	Between October, 2012 and February, 2013	1. Lesson Plans 2. IPDP 3. Teacher Appraisal System	Administration, District Staff Training Specialist, and Literacy Coach
Kagan Training	9	National Kagan Trainers	All 9th grade math teachers	Summer 2012	National Kagan Trainer will return to visit classrooms. Lesson Plans and Teacher Observation	National Kagan Trainer
Classworks	9-12	National Classworks Trainer	Intensive Math Teachers	September 2012	1. Lesson Plans 2. Classworks Progress Monitoring	MTSS Team
Common Core Training	9-12	District Staff Training Specialist for Mathematics	School-wide Awareness Training, Specific Subject Area Training	May 2013	1. Sign-in Sheets 2. Lesson Plans	Administration and District Staff Training Specialist
Boys in Crisis	9-12	Cinda Trexler, Staff Training Specialist	School-wide	Professional Development Days May, 2013	PD Sign-in Sheets	Administration and District Staff Training Specialist

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS	CRISS Strategies Training Manual Training for Teachers	District and School Budget	\$2,000.00
Kagan	Kagan Training and Materials for Teachers	District and School Budget	\$500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
DEA Progress Monitoring	DEA Online Progress Monitoring Training for Teachers	District Budget	\$0.00
Classworks	Classworks Online Student Progress Monitoring Training	District Budget	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction for Secondary Students	Textbook	School Budget	\$500.00
Secondary Math Framework	Frameworks	School Budget - Subs	\$500.00
Boys in Crisis	Videos	District Budget	\$0.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		80% (19) or more of the students will achieve Levels 4, 5, and 6 on the 2013 FAA Science Assessment.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
100% (7) of students scored at Levels 4, 5, 6			80% (19) of students will score at Levels, 4, 5, 6		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences in large classes.	Use of online curriculum to address specific access points and strategies to benefit special population and their needs.	Teacher and Paraprofessional	Increased levels of access points	FAA
2	FAA begins in January	Consistent exposure and instruction in science access points.	Teacher and Paraprofessional	Increased levels of access points	FAA
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:		40% (10) or more of the students will achieve Level 7 on the 2013 Science FAA Assessment.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29% (2) of students scored at Level 7			40% (10) of students will score at Level 7		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Extreme learner level differences in large	Use of online curriculum to address	Teacher and Paraprofessional	Increased levels of access points	FAA

1	classes.	specific access points and strategies to benefit special population and their needs.			
2	FAA begins in January	Consistent exposure and instruction in science access points.	Teacher and Paraprofessional	Increased levels of access points	FAA
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	FAA

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	85% (341) or more of the students will score at Achievement Level 3 on the 2013 End of Course Biology Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (241)	85% (341)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low reading comprehension due to poor vocabulary base.	Develop a Science vocabulary list to assess students' knowledge of common terms. Cumulative through weekly comprehensive quizzes.	Administration, Department Chair, and Science Learning Community	Weekly assessed. Department collaboration to establish trends. Data chats between teacher and student.	Improvement on science vocabulary assessments.
2	Lack of motivation in class and preconceived idea that science is "too hard" and parental enablement.	Utilize hands-on laboratory experiments and/or other engaging activities when applicable with a minimum of once per week. Increased use of 21st Century Technology.	Administration, Technology TOSA, Department Chair, and Science Learning Community	Individual course assessments	Improvement on course assessments
3	Identifying scientific readiness.	Utilize diagnostic testing to develop curriculum	Administration and Department Chair	Improved scores on summative assessments	Diagnose pre- and post-assessments and DEA
4	Preparation for an End of Course Examination	Offer frequent after school tutoring options throughout the year. Use of	Administration, Department Chair, and Science Learning Community	Individual course assessments	Improvement on course assessments, lesson plans,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	80% (341) or more of the students will score at Achievement Level 4 on the 2013 End of Course Biology Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (241)	80% (341)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in advanced courses for high achieving students.	Identify student for recommendation into honors/dual enrolled courses	Administration, Department Chair, Guidance Counselors	Increased enrollment in honors and advanced courses.	Advanced Academic Course Final Grades, EOC, and FOCUS
2	Average reading level due to poor vocabulary.	Develop a science vocabulary list to assess students' knowledge of common science terms through weekly comprehensive quizzes.	Administration, Department Chair, and Science Learning Community	Weekly assessment trends will be identified through department collaboration to facilitate data chats between teacher and student.	Improvement on science vocabulary assessments.
3	Reduced participation of females in higher level science courses.	Increased presence of female scientists as guest speakers and featured presentations.	Department Chair, Guidance Counselors, and Science Learning Community	Greater enrollment in upper level science courses.	Advanced Academic Course Final Grades, EOC, and FOCUS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SmartBoard Training for Functional Student Teachers	9-12	District	Functional Student Teachers	Summer 2012	Lesson Plans and Teacher Observation	ESE Teachers
DEA Progress Monitoring	9-12	Administration and Tech TOSA	School-wide	Monthly Professional Development during common planning by October, 2012	Teachers and administrators will discuss the impact of strategies on student achievement by analyzing DEA data.	Administration, Department Chair, and Science Learning Community
						Administration,

Bioscopes Lesson Study	9-12	Maggie Wentworth	Science Teachers	Select dates in Sept/October and subsequent sessions	Lesson Study Data Analysis	Department Chair, and Science Learning Community
Differentiated Instruction for Secondary Students	9-12	District Staff Training Specialist, Literacy Coach, and Administration	School-wide	Between October, 2012 and February, 2013	1. Lesson Plans 2. IPDP 3. Teacher Appraisal System	Administration, District Staff Training Specialist, and Literacy Coach
SmartBoard Training	9-12	Technology TOSA	School-wide	Monthly Professional Development during common planning throughout the year	PD Sign-in Sheets	Administration and Technology TOSA
Common Core Writing Standards	9-12	Margo Deal	School-wide	Professional Development Meeting - November 2012	PD Sign-in Sheets and Lesson Plans	Administration and Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Creating Independence through Student Owned Strategies (CRISS)	CRISS Strategies Training Manual Training for Teachers	District and School Budget	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
DEA Progress Monitoring	DEA Online Progress Monitoring Training for Teachers	District Budget	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Bioscopes Lesson Study	District-wide Alignment of Biology and Physical Science Curriculum to encourage higher-order thinking skills and scientific literacy among students.	Florida State University	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lab consumables for increased motivation.	Supplies for laboratory experiments and demonstrations.	District and School	\$1,580.00
			Subtotal: \$1,580.00
			Grand Total: \$3,580.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 FCAT writing test, 80%(266) of the students will achieve a 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:

75% (216)			80% (266)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A lack of student preparedness due to infrequent writing assignments.	Students will address an FCAT prompt each month in all 9th and 10th grade English and Social Studies classes.	Administration, Department Chair	Copies of exams along with graded rubrics and student work samples will be reviewed for effectiveness.	Improvement on 2013 FCAT Writing assessment.
2	Lack of exposure to writing prompts in subjects outside of English may hinder success.	Teachers in each core subject (with the exception of math) will have 5% of grade based on written assignments considering spelling and grammar	Administration, Department Chair	Copies of tests and student essays with feedback along with teacher lesson plans will be reviewed.	Improvement on 2013 FCAT Writing assessment.
3	Lack of consistent teacher scoring of writing.	FCAT prompt responses will be graded in teacher groups every six weeks. Students will be taught the scoring rubric and will self assess in groups on the alternate weeks.	Administration, Department Chair,	Teachers will review results of the writing assessments to determine progress.	Improvement on 2013 FCAT Writing Assessment.
4	Teachers are unaware of new scoring criteria.	Common planning time will be set aside for training and scoring.	Administration, Department Chair	Teachers will review results of writing assessment to determine progress	Improvement on 2013 FCAT Writing Assessment.
5	Teachers are unaware of new ELA/CCSS Writing Curriculum	Introduction in monthly professional development meetings regarding ELA/CCSS Writing Standards.	Administration, District Instructional Specialist for ELA/CCSS	Teachers will include one writing examples per grading period.	Lesson plans.
6	Lack of evidence-based writing.	Introduction of document based questions in all social studies classes.	Administration, Department Chair, Instructional Specialist for ELA/CCSS	Teachers will include one document based essay per semester.	Lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	On the 2013 FAA writing test, 25% (2) of the students will achieve a 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	25% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extreme learner level differences in large classes.	Use of online curriculum to address specific access points and strategies to benefit special population and	Teacher and Paraprofessional	Increased levels of access points	Improvement on 2013 FAA Writing assessment.

		their needs.			
2	FAA begins in January	Consistent exposure and instruction in mathematics access points.	Teacher and Paraprofessional	Increased levels of access points	Improvement on 2013 FAA Writing assessment.
3	Larger class sizes with increased population.	Increased hours of paraprofessional support. More one on one support and instruction to benefit individual needs of special population.	Administration and Teacher	Increased levels of access points	Improvement on 2013 FAA Writing assessment.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 Traits of Writing	9-12	Susie McWhorter	English Teachers	Department meetings - monthly	Department Chair will keep agendas with sign-in sheets	Administration and Department Chair
FCAT Writing Rubric Training	9-12	English Teachers	School-Wide	School-wide Professional Development Meeting - October 2012	Administration will keep agenda and sign-in sheets. Lesson Plans.	Administration
Collaborative Scoring	9-12	Susie McWhorter	English Teachers	October 2012 and December 2012	Follow-up with another group scoring session	Administration and Department Chair
FCAT Anchor Set Training	9-12	Susie McWhorter	English Teachers	Common Planning - September 2012	Department Chair will keep agendas with sign-in sheets	Administration and Department Chair
Common Core Writing Standards	9-12	Margo Deal	School-Wide	School-wide Professional Development Meeting - November 2012	Administration will keep agenda and sign-in sheets. Lesson Plans.	Administration and Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will learn to self-assess their writing using FCAT Writing Rubric	21st Century Classroom	District	\$0.00
Teachers will use DEA data to differentiate instruction.	Technology TOSA to train teachers	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will work in groups to score essays in order to fine tune assessment of writing.	TDY's	School Budget	\$2,500.00

Teachers will be trained to use 6 Traits of Writing.	6 Traits of Writing books	School Budget	\$1,000.00
			Subtotal: \$3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal # 1:	Increase attendance rate to 95% (1254)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (1227)	95% (1254)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Number unavailable due to change in computer system.	decrease by 10%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Number unavailable due to change in computer system.	decrease by 10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Administrative and Faculty Buy-In	Administrative and Faculty training on the Positive Behavior Support Model	Mrs. Carpenter	Data Review Analysis	FOCUS
2	Student Buy-In	Reward students for good and/or improved attendance.	Administration	Data Reviews and Student Surveys	School-Wide Information System (SWIS) and Staff Survey
3	Teacher Delay in Input of Attendance	FOCUS Training on attendance	FOCUS Teacher Experts	Data Review Analysis	FOCUS Attendance Panel on Teacher Input

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Boys in Crisis	9-12	Cinda Trexler, Staff Training Specialist	School-wide	Professional Development Days - May 2013	PD Sign-in Sheets	Administration and Staff Training Specialist

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Boys in Crisis	Videos	District Budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Decrease suspension rate by 10% (55)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
39% 549	29% (494)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
24% (342)	25% (308)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5% (72)	5% (65)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4% (55)	4% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Administrative and Faculty Buy-In	Administrative and Faculty training on the Positive Behavior Support Model	Mr. Moon and Mr. May	Data analysis	School-Wide Information System (SWIS) and Staff Survey
2	Student Buy-In	Reward positive behavior	Administration and Red Pride Team	Student survey and data analysis	School-Wide Information System (SWIS) and Staff Survey
	No full-time ISD to provide opportunity for	Hire full-time paraprofessional to	Administration and Mr. Moon	Data analysis	School-Wide Information

3	PBS related assignments.	supervise ISD giving students the opportunity to complete a PBS Learning Packet and return to class for instruction.		(SWIS) and student sign-in sheets
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	9-12	Mr. May	School-wide	Professional Development Meeting - October	Review of data analysis	PBS Team
Boys in Crisis	9-12	Cinda Trexler, Staff Training Specialist	School-wide	Professional Development Days - May 2013	PD Sign-in Sheets	Administration and Staff Training Specialist

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Boys in Crisis	Videos	District Budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hiring of Para-professional to supervise ISD	Para-professional	School Budget	\$12,000.00
			Subtotal: \$12,000.00
			Grand Total: \$12,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	We will decrease percentage of student dropping out by 2.4% (0).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2007-08 2.4% (8)	1%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
89% (244)	91% (217)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students that haven't passed the FCAT.	Data Chats, Tutoring, Item Specification training for teachers, FCAT Explorer, and Classroom Instruction aligned to SSS benchmarks. Students are encouraged to take ACT to obtain a concordant score.	Administration, Reading Teachers, and Guidance	Lesson Plans, CWT, and ACT scores	Tutorial Records, FCAT assessments, ACT
2	Insufficient credits.	Monthly meetings with Guidance Counselors, and use of Florida Virtual School	Administration, and Guidance	Graduation Rate and FLVS	Transcripts
3	Lack of variety of vocational training programs.	Increase CTE participation and encourage students to consider Haney VoTech programs.	Guidance	Increased number of students taking these course offerings.	Transcripts
4	Poor student attendance.	Teachers will review 20 day attendance report. Teachers are contacting parents about excessive tardies and absences prior to referral to child study team. Teachers will utilize Parent Port to inform parents. Attendance incentives are being provided to students through Red Pride PBS.	Administration, Child Study Team, and Teachers	Improved Student Attendance	FOCUS

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Boys in Crisis	9-12	Cinda Trexler, Staff Training Specialist	School-wide	Professional Development Days - May 2013	PD Sign-in Sheets	Administration and Staff Training Specialist

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Boys in Crisis	Videos	District Budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		To increase parent participation of 20% by attending one or more of the follow events: Open House, Counting Down to College and Career Night, and/or Family Nights.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
20% (264)parents/guardians) of current enrollment		50% (650) parents/guardians) of current enrollment			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of participation by parents.	Advertise all events via newsletter, marquee, website, and IRIS alerts.	Administration	Parent attendance and sign-in sheets	Increased parent attendance and sign-in sheets
2	Lack of information regarding events.	Advertise all events via newsletter, marquee, website, and IRIS alerts.	Administration	Parent attendance and sign-in sheets	Increase parent attendance and sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Advertise via marquee and IRIS Alerts.	Marquee and IRIS system.	District	\$0.00
School Website will be used to communicate with notices and current information.	School website	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Quarterly Newsletter mailed to each student and community members.	Printing and mailing costs.	School Budget and Bay High School Foundation	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Increase the frequency and variation of inquiry based laboratory and investigative techniques using higher order thinking skills among student of all grade levels and subjects to increase STEM literacy			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student interest in subject matter.	Make students aware of career opportunities during registration. Encourage current Level 3 STEM students to participate in Sizzling Science.	Administration, Guidance Counselors, and Science Learning Community	Numbers of students enrolled in Level 3 STEM courses.	FOCUS
2	Availability of Level 3 STEM courses.	Make students aware of courses during registration. Register all seniors in a STEM course.	Administration and Guidance Counselors	Number of students enrolled in Level 3 STEM courses.	FOCUS
3	Lack of motivation in class, preconceived notion that science is "too hard" and parental enablement.	Utilize hands-on laboratory experiments and/or other engaging activities when applicable with a minimum of once per week.	Administration, Department Chair, and Science Learning Community	Individual course assessments	Improvement on course assessments
4	Reduced participation of females in higher level science courses.	Increased presence of female scientists as guest speakers and featured presentations.	Department Chair, Guidance Counselors, and Science Learning Community	Greater enrollment in upper level science courses.	Advanced Academic Course Final Grades, EOC, and FOCUS
5	Lack of enrichment opportunities for teachers to refine and expand their curriculum.	Participate in content delivery, pedagogy, and inquiry based workshops and lesson studies.	Administration, Department Chair, and Science Learning Community	Individual course assessments	Improvement on course assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Training in Content Areas	9-12 Biology	Gulf Coast State College	9-12 Biology Teachers	Two weeks over summer, eight Saturday's during academic year.	Lesson Plan Analysis, Pre- and Post-Content Knowledge Surveys	Administration and Department Chair
FCR STEM Conference	9-12 Science	Florida State University	9-12 Science Teachers	December 5 - 10, 2012	Lesson Plan Analysis, PLC Data Analysis	Administration and Department Chair
Bioscopes Lesson Study	9-12	Maggie Wentworth	9-12 Science Teachers	Select dates in Sept/October and subsequent sessions	Lesson Study Data Analysis	Administration and Department Chair

Smartboard Training	9-12	Tech TOSA	School-wide	Professional Development Monthly Meetings	Lesson Plans, CWT, and Teacher Appraisal System	Administration
STEM Subject Area Training via AICE	9-12	University of Cambridge Face to Face Trainers	9-12 Science Teachers	January, 2013	Lesson Plans and Increased Participation Numbers in STEM Courses	Administration, AICE Coordinator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCR - STEM Training	Training, networking and enrichment opportunities to gain a variety of strategies, methods and tools to incorporate multiple components of STEM into the classroom.	Florida State University (registration, travel, and lodging)	\$5,320.00
AICE Training for STEM Subjects	Face to Face Training with CIE Trainers	AICE	\$1,000.00
			Subtotal: \$6,320.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Guest Speakers whose careers are grounded in STEM preparation.	Guest speakers		\$0.00
Encourage participation in Sizzling Science by all Level 3 STEM students.	Materials for Sizzling Science demonstrations.	School Budget	\$300.00
Lab consumables for increased motivation.	Supplies for laboratory experiments and demonstrations.	District and School Budget	\$1,580.00
			Subtotal: \$1,880.00
			Grand Total: \$8,200.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE					
CTE Goal #1:		Increase participation in CTE examinations by 10%. (xxx)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of student interest in subject matter and certifications.	Make students aware of rewards of certifications during registration.	Administration	Numbers of students sitting for CTE certifications.	FOCUS
2	Teachers trained in certification areas.	Provide opportunities for teachers to sit for CTE examinations.	Administration	Number of teachers with CTE certifications.	CTE Certifications

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Culinary Arts Certification Tests	9-12 Courses	District CTE Personnel	Culinary Arts Teacher	Quarterly Meetings	Agenda and Lesson Plans	Administration
Computing Certification Tests	9-12 Computing Courses	District CTE Personnel	Computer Skills Teachers	Quarterly Meetings	Agenda and Lesson Plans	Administration

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CTE Quarterly Meetings	Substitutes for CTE Teachers	CTE Funding	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of CTE Goal(s)

Additional Goal(s)

Based on the analysis the 2009-2010 BDS Climate Survey, we have identified and defined areas in need of improvement for the following areas: drugs on campus, student attendance and student tardies. Through the Positive Behavior Support Model, students who have a postive view of classroom instruction will decrease the amount of absences, tardies and drug and alcohol related suspensions. Goal:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Based on the analysis the 2009-2010 BDS Climate Survey, we have identified and defined areas in need of improvement for the following areas: drugs on campus, student attendance and student tardies. Through the Positive Behavior Support Model, students who have a postive view of classroom instruction will decrease the amount of absences, tardies and drug and alcohol related suspensions. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study	Lesson Study Materials Training for Teachers	District Budget	\$2,000.00
Reading	CRISS	CRISS Strategies Training Manual Training for Teachers	District and School Budget	\$2,000.00
Mathematics	CRISS	CRISS Strategies Training Manual Training for Teachers	District and School Budget	\$2,000.00
Mathematics	Kagan	Kagan Training and Materials for Teachers	District and School Budget	\$500.00
Science	Creating Independence through Student Owned Strategies (CRISS)	CRISS Strategies Training Manual Training for Teachers	District and School Budget	\$2,000.00
				Subtotal: \$8,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	DEA Progress Monitoring	DEA Online Progress Monitoring Training for Teachers	District Budget	\$0.00
Reading	QAR Through Technology	QAR Materials 21st Century Classrooms	District and School Budget	\$1,000.00
CELLA	Rosetta Stone	Computer Program Computers	District Budget	\$0.00
Mathematics	DEA Progress Monitoring	DEA Online Progress Monitoring Training for Teachers	District Budget	\$0.00
Mathematics	Classworks	Classworks Online Student Progress Monitoring Training	District Budget	\$0.00
Science	DEA Progress Monitoring	DEA Online Progress Monitoring Training for Teachers	District Budget	\$0.00
Writing	Students will learn to self-assess their writing using FCAT Writing Rubric	21st Century Classroom	District	\$0.00
Writing	Teachers will use DEA data to differentiate instruction.	Technology TOSA to train teachers	District	\$0.00
Parent Involvement	Advertise via marquee and IRIS Alerts.	Marquee and IRIS system.	District	\$0.00
Parent Involvement	School Website will be used to communicate with notices and current information.	School website	District	\$0.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Secondary Reading Framework Demonstration Classroom Observation	Intensive Reading Demonstration Classroom	District Budget	\$500.00
Reading	Differentiated Instruction for Secondary Students	Textbook	School Budget	\$500.00
Reading	Boys in Crisis	Videos	District Budget	\$0.00
CELLA	FCAT Anchor Set Training	Substitutes	School Budget	\$100.00
CELLA	FCAT Writing Rubric Training	Substitutes	School Budget	\$100.00
Mathematics	Differentiated instruction for Secondary Students	Textbook	School Budget	\$500.00
Mathematics	Secondary Math Framework	Frameworks	School Budget - Subs	\$500.00

Mathematics	Boys in Crisis	Videos	District Budget	\$0.00
Science	Bioscopes Lesson Study	District-wide Alignment of Biology and Physical Science Curriculum to encourage higher-order thinking skills and scientific literacy among students.	Florida State University	\$0.00
Writing	Teachers will work in groups to score essays in order to fine tune assessment of writing.	TDY's	School Budget	\$2,500.00
Writing	Teachers will be trained to use 6 Traits of Writing.	6 Traits of Writing books	School Budget	\$1,000.00
Attendance	Boys in Crisis	Videos	District Budget	\$0.00
Suspension	Boys in Crisis	Videos	District Budget	\$0.00
Dropout Prevention	Boys in Crisis	Videos	District Budget	\$0.00
STEM	FCR - STEM Training	Training, networking and enrichment opportunities to gain a variety of strategies, methods and tools to incorporate multiple components of STEM into the classroom.	Florida State University (registration, travel, and lodging)	\$5,320.00
STEM	AICE Training for STEM Subjects	Face to Face Training with CIE Trainers	AICE	\$1,000.00
CTE	CTE Quarterly Meetings	Substitutes for CTE Teachers	CTE Funding	\$1,000.00
Subtotal:				\$13,020.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Vocabulary Helps	Dictionaries	School	\$300.00
Science	Lab consumables for increased motivation.	Supplies for laboratory experiments and demonstrations.	District and School	\$1,580.00
Suspension	Hiring of Para-professional to supervise ISD	Para-professional	School Budget	\$12,000.00
Parent Involvement	Quarterly Newsletter mailed to each student and community members.	Printing and mailing costs.	School Budget and Bay High School Foundation	\$300.00
STEM	Guest Speakers whose careers are grounded in STEM preparation.	Guest speakers		\$0.00
STEM	Encourage participation in Sizzling Science by all Level 3 STEM students.	Materials for Sizzling Science demonstrations.	School Budget	\$300.00
STEM	Lab consumables for increased motivation.	Supplies for laboratory experiments and demonstrations.	District and School Budget	\$1,580.00
Subtotal:				\$16,060.00
Grand Total:				\$38,580.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Currently, the SAC does not have funds. Should funds become available, the SAC will accept applications from teachers to request funds to address SIP Goals.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council (SAC) will host the following events designed to bring parents and community members into the school: School Open House, Homecoming Open House, Career Night for Juniors, and Teacher Appreciation Week Luncheon. The SAC President will participate as a board member of the Bay High School Foundation and as a member of the Bay Leadership Team (BLT) to relay information among the students, parents, and community members.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Bay School District BAY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	77%	75%	48%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	73%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	38% (NO)	58% (YES)			96	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					473	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Bay School District BAY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	79%	73%	46%	245	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	76%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	35% (NO)	66% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested