

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FORT WHITE HIGH SCHOOL

District Name: Columbia

Principal: Keith Hatcher

SAC Chair: Diane L. Koenig

Superintendent: Michael Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
Assis Principal	Susan Summers	Ph.D. in Educational Administration, University of Florida; Master of Rehabilitation Counseling (M.R.C.), University of Florida; Bachelor of Science (B.S.) in Psychology, Florida State University. National Board Certified Teacher in Early Adolosecence English Language Arts; Florida State Teacher Certifications in Educational Leadership,	2	5	2011-2012—Assistant Principal at both Fort White Elementary School (School grade A) and Fort White High School (grade pending) 2008-2011 –Assistant Principal for Curriculum & Instruction at Richardson Middle School, School Grade C & in the lower third of schools in the state on % of students making learning gains, each year. However, the number of subgroups needing improvement in Reading or Math decreased each year. The percent of students at or above grade level in Reading increased from 54% to 55%, and in Math from 44% to 46%. RMS met all criteria in the area of Writing, with 86% to 91% of students meeting state criteria each year.

		English Language Arts (5-9); Psychology (6-12); Endorsements in Gifted, Reading, and ESOL.			
Principal	Keith L. Hatcher	Master of Education Degree, University of Florida; Bachelor of Science, Valdosta State University Certifications: Educational Leadership, School Principal, Social Studies Education	14	18	Mr. Hatcher has been the principal at Fort White High School since its inception in 1999. The school has made steady progress under his leadership, initially achieving a "C" status each year through the 2006-07 school year. The school climbed to a "B" in the 2007-08 school year and remained there in the 2008-09 and 2009-2010 school years. The school has yet to make AYP, but has met 80% or more of the AYP criteria 4 out of the past 7 years. School grades for this school year have yet to be released.
Assis Principal	Jay Duval	M.S. in Educational Leadership, Nova Southeastern University; B.S. in Education, Florida State University	13	9	Mr. Duval taught and coached for 24 years at both the high school and college levels. Mr. Duval has been published in national journals and presented at national conferences during his coaching career. He began teaching and coaching full time in 1985 in Brevard County at Cocoa High School. He taught and coached at Palm Bay High School for 6 years while also an adjunct instructor at Brevard Community College in Melbourne, FL. He was certified as school administrator in 1990 in the State of Florida. Mr. Duval coached at Tulane University in New Orleans, La. from 1992 to 1999. He was a teacher and coach at Fort White High School, Columbia County, Florida from 2000-2004. Mr. Duval has been an Assistant Principal at Fort White High School from 2004 to present.
Assis Principal	Edward Carter	Master's in Ed Leadership from Florida A&M; Bachelor's in Educaiton from UNF; Certifications include Ed Leadership, School Principal, Secondary English and Middle Grades English	7	10	Mr. Carter is in his 23rd year as an educator. He taught and coached at Union County High School in Lake Butler. Next, he taught at Spring Hill Middle School in High Springs for 9 years. During those years, the Florida School Grading System was put in place, and Spring Hill consistently earned an "A." He then spent a year as a high school guidance counselor at Fort White High School before being selected as an Assistant Principal at Mebane Middle School in Alachua, Florida. Mebane earned an "A" in his first year, a "B" in his second year, then went back up to "A" after the third year. After spending just over 3 years at Mebane, Mr. Carter returned to FWHS as Assistant Principal for Curriculum at the high school level and now oversees middle school operations as well. During that time frame, FWHS has earned a "C" and, most recently, three "B's"
Assis Principal	William Murphy	Master of Education Degree (M.Ed), Florida A&M Bachelor of Science Degree (B.S.), Florida State University Certifications: Educational Leadership K-12; Math Middle Grades: Math 9-12	1	9	Mr. Murphy is in his 24th year as an educator. He has taught math and coached in Pensacola and Lake City Florida. He was an assistant principal at Columbia High School for four years and the principal of Niblack Elementary School before coming to Ft. White High School.
Principal					

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	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)
Reading	Barbara H. Moore	BA-Elementary Education Univeristy of Florida Masters in Reading - Nova University ESOL certification FRI Trainer RT Trainer CAR-PD Trainer CAR-PD Plus Competency 4-5,6 Trainer F.A.I.R. Trainer 5 Keys to Reading Trainer	13	7	Mrs. Moore has been an educator for over 30 years. She has taught at the elementary and middle school level and has been a Reading Coach at the middle and high school levels. Mrs. Moore began her career as a 2nd grade teacher in 1975, taught Early Childhood Preventive Curriculum Grade 1 from 1975-1976, was a 1st grade teacher from 1976-1982, a Primary Specialist from 1982-1986, and taught 6th grade Language Arts from 1987-2005. Mrs. Moore has been the Reading Coach at FWHS since 2005.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with the Principal	Principal	Ongoing	
2	New teachers are assigned peer teachers	Principal	Ongoing	
3	Soliciting referrals from current employees	Administration	Ongoing	
4	NEFEC Training	Administration	Ongoing	
5	Partnership with Florida Gateway College and Saint Leo University	Administration	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 this teacher is out of field but she does have an effective rating.	This teacher is working toward certification through college credits hours.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
82	2.4%(2)	28.0%(23)	35.4%(29)	34.1%(28)	25.6%(21)	96.3%(79)	7.3%(6)	3.7%(3)	4.9%(4)

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
Robin Heeke	Amy Grunder	Peer Teacher for beginning teacher	Florida Performance Measurement System (FPMS) or other district adopted system.
Harry Joiner	Rebecca Thompson	Peer Teacher for beginning teacher.	Florida Performance Measurement System (FPMS) or other district adopted system.

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)

SAI funds will be used to provide a Intensive Math Teacher for Level 1 students, teachers for all Level 1 and Level 2 readers and summer school in areas other than reading. SAI funds will also provide funds for the Drop-out Prevention Program and after school tutors. Instructional materials are also provided by SAI funds. Additional resources and programs will be tooled toward students taking college preparatory tests such as the ACT, SAT, and PERT.

Violence Prevention Programs

Per state statute, the district has adpoted and now implements a district wide bullying policy. Science teachers teach Too Good For Drugs to students in grades 6 through 8. WAIT, training, at middle and high, teaches good decision-making.

Too Good For Drugs is taught to high school students in all HOPE classes. Assemblies at the high school were held to address ATOD and Self Respect/Relationship issues.

Nutrition Programs

Free and reduced breakfast and lunch is provided at the school to those students who meet the Federal Poverty guidelines.

Housing Programs

N/A

Head Start

N/A

Adult Education

A GED program is offered in the evenings at the school enabling students and other area residents an opportunity to obtain a high school equivalency diploma.

Career and Technical Education

Career and Technical Education Programs are offered at the school to all students in grades 6-12. There are programs in the areas of Agriculture, Art, Music, Energy Production, Business Education, Computer Technology, Culinary Arts, Graphic Design, Health, and TV Production.

Job Training

DCT- students in the DCT program are required to take classes related to working and functioning properly in the world and the workplace. The program includes three courses: Principles, Applications, and On the Job Training (OJT). Completion of these three courses while maintaining the grade of A/B in all classes could qualify a student to receive a Gold Seal scholarship.

Workforce Preparedness- a program offered to high school students that helps prepare them to enter the workplace.

Industry Certification - some of FWHS's Career and Technical Ed classes are now, as part of their curriculum, preparing students to take Industry Certification exams so that they are better prepared and equipped to enter the workforce after graduation. The certifications are set up in cooperation with the specific industries, so that they are recognized when the student applies for a job and presents evidence of having passed the exam.

Other

Fort White High School and Fort White Middle school each take part in activities which focus on natural resource conservation. These activities include a partnership with the Ichetucknee Springs State park. Several businesses and organizations stepped up to support these activities and the Partnership when the grants from the State were discontinued.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership team (RtILT) includes:

- Keith L. Hatcher, Principal
- Jay Duval, Assistant Principal
- Melinda Carson, Guidance Counselor
- Kim Cherry, Resource Teacher
- Barbara Moore Reading Coach

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 purpose of the RtILT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The RtILT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The RtILT is considered the main leadership team in our school. The RtILT will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - o Tutoring during the day in small group pull-outs in reading math and writing.
 - o Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

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?

- The RtILT and SAC were involved in the School Improvement Plan development
- The School Improvement Plan is the working document that guides the work of the RtILT.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and collateral data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - o develop and target interventions based on confirmed hypotheses
 - o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - o review goal statements to ensure they are ambitious, time-bound and meaningful
 - o assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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.

Core Curriculum (Tier 1)

DATA - Source; FCAT released test; Progress Monitoring Assessments: Thinkgate, FAIR, Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources; Subject Area Generated, Semester Exams, Mini-Assessments on specific tested Benchmarks, Kids College, Renaissance Learning, School-wide behavior plan; Discipline Referrals, Weekly behavior sheet

DATABASE - School Generated Excel Database; Progress Monitoring and Reporting Network, Navigator Plus data management (NEFEC), Grade book(EASY GRADE PRO), AS400 Behavior reports, Kids College data and Renaissance

PERSON(S) RESPONSIBLE -Reading Coach, individual teachers, Principal, Guidance Counselor

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

SUPPLEMENTAL/INTENSIVE INSTRUCTION(TIER 2 AND 3) - Tutoring during the day (*see below)

DATA SOURCE - Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials), FAIR OPM, Renaissance Learning (STAR), Behavior point sheets

DATABASE - School Generated, easy cbm.com (University of Oregon), Renaissance Learning database

*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor will be developed by the PLC and RtILT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM)and computer adaptive assessments (STAR) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

PERSON RESPONSIBLE FOR MONITORING - Principal, Reading Coach, Curriculum coaches, Guidance Counselor

Describe the plan to train staff on MTSS.

Teachers received training on behavioral strategies and RtI during pre-planning. Training will be ongoing throughout the year during faculty meetings and data meetings.

As the District RtI Coordinator develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. New staff will be directed to participate in trainings relevant to PS/RtI as they become available

Describe the plan to support MTSS.

The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

School Administration
 Debby Ashraf – Reading
 Vicki Tougaw - Language Arts
 Bobbie Moore – Reading Coach
 Kevin Doyle - Media
 Sharon Reshard – Social Studies/History
 Linda Richardson –Science
 Clarissa Rossin – Vocational /Electives

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

The Literacy Leadership Team meets monthly to discuss topics of interest and need in the support of literacy in our school. The role of the LLT member is to stress the importance of sound literacy practices within their department and lead out in this area. This is done by leading department book studies, sharing scientific based reading strategies and encouraging independent and oral reading within their particular discipline. LLT members have a desire to promote reading in all disciplines to assist our students in gaining meaning from the printed word and becoming lifelong readers that are well informed adults.

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

School wide literacy activities are planned within the LLT. It is an expectation of the LLT to lead out and support fellow colleagues in making these activities a success for all students. Through these activities it is the goal of the Administration and the LLT to instill in our students the love of reading and the realization that the world is opened to all through print.

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.

Literacy Leadership Team members will conduct book studies with each department to demonstrate and encourage reading across the curriculum.

In-house F.R.I. training will be provided to ensure all staff are trained in F.R.I. strategies.

The Reading Coach will provide school needs-based inservice.

Lesson plans will include reading strategies across the curriculum.

Reading time will be spent in every class across the curriculum

*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?

FWHS presently has a Health Academy and is working towards the addition of a Business Academy and an Agriculture Academy. The offering of all practical arts courses is student driven and is based on the premise of career training. The Health Academy presently offers the opportunity of acquiring a CNA certificate after passing the appropriate nationally recognized examination. The Business program offers students training in becoming Microsoft Certified. Students can also earn an certificate in culinary art if they complete the appropriate course work and nationally recognized examination.

Additionally, we have added an Energy Production program which will make program completing students eligible for industry certification by the 2013-2014 school year.

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?

FWHS offers a variety of course offerings which include areas which are of interest to a vast majority of its students. Students are encouraged to pursue coursework which is rigorous and best suited to the student's personal career and/or college goals. All elective courses are driven by student interest.

All classes meet at least three times per week with the middle "Tiwahe Block" meeting every day for 55 minutes. Three classes meet on Monday and Wednesday and three different classes on Tuesday and Thursday. These classes meet for 95 minute blocks to allow for greater uninterrupted instructional time. All 7 classes meet on Friday for 45 additional instructional minutes.

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](#)

Trends in the High School Feedback Report show an increase in th percentage of graduates who completed at least one AP, IB, AICE or Dual Enrollment course. Over the past year, we have maintained our AP offerings and increased dual enrollment accessibility. We have begun utilizing on campus computer labs in order to provide more opportunities for students to participate in dual enrollment classes.

Analysis is ongoing to identify current trends in postsecondary readiness. We will continue to emphasize the importance of College and of evaluations leading students toward college.

ACT tutoring sessions are available and we have become an SAT testing center. Tenth graders (and some 11th graders) take the PSAT in order to gather data which might assist in educational planning.

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 6-10, the percentage of standard curriculum students scoring a Level 3 on the 2013 FCAT Reading will increase from 54% to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (506)	56% (487)

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	Money for materials	To provide tutoring for students who anticipate taking the ACT, SAT and PERT tests.	Principal Assistant Principals Tutors	Analysis of ACT, SAT and PERT scores	Standardized tests.
2	- Teachers at varying levels of implementation of differentiated instruction (both with the low performing and high performing students).	- Teachers instruct students using the core curriculum - based on data, teachers discuss strategies that were effective.	-Principal -Reading Coach -Subject Area Teacher	-Unit specific data will be recorded - Teachers will monitor student progress using data from assessments	-Formative assessment -Summative assessment - FAIR -Performance Matters-Ongoing Progress Monitoring

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	NA	NA	NA	NA	NA

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 6-10 the percentage of standard curriculum students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 26% to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (244)	28% (243)

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	Money for Materials	Track students in the above proficiency levels and incorporate strategies to keep them at these levels and make learning gains.	Principal Assistant Principals Reading Coach Teachers	Performance on standardized tests and ongoing performance in Performance Matters (progress monitoring)	FCAT,
2	-Department meetings do not focus on higher level learning strategies that can be implemented into the curriculum	-Teachers use higher level questions vs. lower level questions -Teachers create projects/assignments that focus on higher level thinking	-Teacher of content area being taught -Reading Coach	-Data collected from assessments and interactive notebooks	-Performance Matters -student work -unit/chapter quizzes

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 6-10 the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will be at 64% or higher.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (145)	64% (90)

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 training in FRI/CRISS strategies	-Data driven curriculum -FRI/CRISS strategies	-Principal -Reading Coach -Classroom Teachers	Continuous progress monitoring	-Performance Matters -FAIR assessment -teacher assessment -2013 FCAT reading test

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:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 6-10, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 62% to 64%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (145)	64% (90)

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
	Money for materials	Utilize a support facilitation model to	Principal Assistant Principals	Grades will be monitored and achievement level on	Student Grades FCAT

1	Time constraints	assist lower quartile students in mastering core content	Support Facilitation Teachers General Education Teachers	the FCAT will be noted	
2	- Lack of understanding on when and how to implement mini lessons. -Lack of understanding of how to utilize differentiated instruction	-utilize data to drive instruction	-ESE teachers -Reading Coach -Intensive Reading and Language Arts teacher	Ongoing Progress monitoring	-Performance Matters -FAIR -OPM -2013 FCAT Reading Test

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 #
	Information not available at this time

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 grades 6-10, 60% of All Curriculum student subgroups by ethnicity will score a level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 1% (Safe Harbor Targets: White 42%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 41% (285) Black N/A Hispanic N/A Asian N/A American Indian N/A	White 40% (278) Black N/A Hispanic N/A Asian N/A American Indian N/A

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	Money for materials Time constraints	Utilize a support facilitation model to assist minority students in mastering core content	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted	Student Grades FCAT
2	-Teachers at varying levels of understanding of content being taught	-Common planning for departments -Common standards/benchmarks within content area	-Principal -Subject Area teacher -Grade level chair	-Documentation in lesson plan	-Teacher assessment

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	Money for materials Time constraints	Utilize a support facilitation model to assist ELL students in mastering core content	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted	Student Grades 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:	In grades 6-10, 60% SWD of All Curriculum student subgroups will score a level 3 or above on the 2013 FCAT reading test or the percentage of non-proficient students will decrease by 2% in 2013. (Safe Harbor Target - 72%)
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (109)	71% (106)

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	Money for materials Time constraints	Utilize a support facilitation model to assist students with disabilities in mastering core content	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted	Student Grades FCAT
2	-Understanding data and the students' disability to make instructional decisions -Lack of understanding of the IEP and instructional accommodations	Using student data, every nine weeks SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies.	-Staffing specialist -ESE teacher -Mainstream teacher	-IEP progress reports -Share data with leadership team	-FAIR Performance Matters-Ongoing Progress Monitoring -

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 grades 6-10, 60% of Economically Disadvantaged All Curriculum student subgroups will score a level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 2%. (Safe Harbor Target - 38%)
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2012 Current Level of Performance:	2013 Expected Level of Performance:

51% (317)			49% (304)		
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	Money for materials Time constraints	Utilize a support facilitation model to assist lower quartile students in mastering core content	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted	Student Grades FCAT
2	- Attendance of ED students - Lack of support from parent/guardians	- Reading comprehension will improve through all content area of instruction (Language Arts, Math, Science, Social Studies)	- Principal - Reading Coach - Classroom teacher	- Classroom walk-throughs - Monitoring of Lesson plan	- FAIR - Summative assessment - Formative 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
Differentiated Instruction	Grades 6-12	-Reading Coach -Subject Area Leaders and/or course-specific facilitators	-All teachers school-wide -PLCs	ongoing	-Administrators conduct targeted classroom walk-throughs to monitor DI implementation -Lesson Plans	-Principal -Administrative Team
-FRI Essential 6 -Failure Free Reading -Team Read -CAR-PD and CAR-pd plus -Book Studies	Grades 6-12	-Reading Coach -NEFEC -County Staff	-All teachers school-wide -PLCs	-Monthly Department meetings -Quarterly -Early Release days	-Lesson Plans -Administrators conduct targeted classroom walk-throughs	-Principal -Administrative Team -Reading Coach
-Performance -Matters Common Core -Inclusion -FAIR	Grade 6-10	-Reading Coach -Subject Area Leaders -County Staff	-All teachers school-wide _PLCs	on-going	-Lesson Plans -Administrators conduct targeted classroom walk throughs	-Principal -Administrative Team -Reading Coach

Reading 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 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.		N/A		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
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				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.		N/A		
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
N/A				
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				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		N/A		
2012 Current Percent of Students Proficient in writing:				
N/A				
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				

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
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

Middle School Mathematics 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 mathematics. Mathematics Goal # 1a:	In grades 6 - 8, the percentage of Standard Curriculum students scoring at level 3 or higher on the 2013 FCAT Math will increase from 54% to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (326)	56% (294)

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	<ul style="list-style-type: none"> -New Generation Standards have not been taught since our students have been in the public school system. -Lack of common planning time for teachers to discuss best practices. -need additional planning time to evaluate our students abilities and deficiencies. 	Department meetings will be completely focused on best practices and vertical alignment.	Administration and subject area leaders	<p>Who</p> <ul style="list-style-type: none"> -principals -Subject area leaders <p>How</p> <ul style="list-style-type: none"> -minutes and effectiveness of department meetings. - administrative classroom walk-throughs 	<p>Performance Matters testing (3x) per year.</p> <p>Chapter Tests</p>

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 mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					
2	NA	NA	NA	NA	NA

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 mathematics. Mathematics Goal #2a:	In grades 6 - 8, the percentage of Standard Curriculum students scoring at level 4 - 5 on the 2013 FCAT Math will increase from 24% to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (145)	28% (137)

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	-Teachers are at different skill levels with higher order questioning techniques. -Classes are not split based on ability. Abilities are wide spread within a single section.	We need to work as educators on vertically aligning our curriculum to make the courses more demanding. -We need more training on differentiated instruction so we can better prepare our students based on their own abilities.	Administration Subject area leaders	Monthly discussions of the effectiveness of critical thinking strategies need to be evaluated.	Performance Matters (3x per year) Review of classroom tests, exams, and daily work.

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 mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 mathematics. Mathematics Goal #3a:	In grades 6 - 8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math Test will increase from 58% to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

58% (350)			60% (315)		
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 adequate textbooks for our students. Lack of technology for our students.	We will help students achieve learning gains in mathematics by making use of the technology we have available through the resources of our textbooks. We will share best practices in our department meetings. We will analyze the data from Performance Matters. We will make better use of manipulatives available to us.	Administration Subject area leaders	Share the data from the Performance Matters tests. Spiral our curriculum and assessments to make sure our students are retaining the information presented to them.	Chapter Tests Pre and Post testing Performance Matters Data

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 mathematics. Mathematics Goal #3b:	.NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 mathematics. Mathematics Goal #4:	In grades 6 - 8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 51% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (77)	53% (70)

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money for materials Time constraints	Utilize a support facilitation model to assist lower quartile students in mastering core content	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted	Student Grades FCAT
2	Classrooms are filled with students of various abilities. Implementation of differentiated instruction is being done at various degrees. The ability to keep up with the district pacing guides.	Professional development on differentiated instruction. Reteaching of curriculum of which we are aware our students are deficient at. Teach mini lessons through RTI. Use Performance Matters data to help guide our instruction to those struggling students.	Administration Subject area leaders	Chart the results of mini lessons, Performance Matters, and classroom assessments.	Performance Matters (3X per year) Chapter Tests, unit quizzes,

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%.		Middle School Mathematics Goal # Information not available at this time. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 mathematics. Mathematics Goal #5B:	In grades 6 - 8, 60% of All Curriculum student subgroups by ethnicity will score a Level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 44% (167), Black: NA, Hispanic: NA Asian: NA American Indian: NA	White: 40%(165)

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 pre-requisite skills from NGSSS. Lack of resources available for remedial students	Offer a supplemental math class for those students not performing at an achievement level of 3 or above.	Administration Subject area leader	Guidance counselors for placement of students. Thinkgate test results classroom teachers	Thinkgate test results Semester exams chapter tests mini assessments

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 mathematics. Mathematics Goal #5C:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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	NA	NA	NA	NA	NA

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 mathematics. Mathematics Goal #5D:		In grades 6-8, 50% of SWD All Curriculum Student subgroups will score a Level 3 or higher on the FCAT Math or the percentage of non-proficient students will decrease by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
70% (62)		60% (53)			

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	Money for materials Time constraints	Utilize a support facilitation model to assist students with disabilities in mastering core content.	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted.	Student Grades FCAT Performance Matters
2					

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 mathematics. Mathematics Goal #5E:		In grades 6 - 8, 60% of Economically Disadvantaged All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			

58% (324)			48% (252)		
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					
2	Money for materials Time constraints	Utilize a support facilitation model to assist lower quartile students in mastering core content.	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Grades will be monitored and achievement level on the FCAT will be noted	Student Grades FCAT
3	Attendance of ED students The ability to keep up with the district pacing guides	Reteaching of curriculum of which we are aware our students are deficient at. Teach mini lessons through RTi. Use Performance Matters data to help guide our instruction to those struggling students.	Administration Subject area leaders	Chart the results of mini lessons. Classroom assessments.	Performance Matters (3X per year)

End of Middle School Mathematics 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					
2	NA	NA	NA	NA	NA

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.	NA
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Mathematics Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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	NA	NA	NA	NA	NA

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.		NA			
Mathematics Goal #3:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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	NA	NA	NA	NA	NA

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.		In grades 9-12, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 Algebra 1 EOC will increase from 65% to 76%.			
Algebra Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
65 % (107)		76 % (91)			
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	Money for materials	To provide tutoring for students who anticipate taking the Algebra 1 EOC.	Principal Assistant Principals Tutors	Analysis of Algebra 1 EOC scores.	Algebra 1 EOC.
2	Lack of common planning time for teachers to discuss best practices and evaluate our student's abilities and deficiencies.	Department meeting will be completely focused on best practices and vertical alignment.	Administration and subject area teachers.	Minutes and effectiveness of department meetings. Administrative walk-throughs.	Progress Monitoring. Semester Exams. Chapter Tests.
3	Teacher training in specific Algebra 1 EOC standards.	Send Algebra 1 EOC teachers to trainings and workshops completely focused on improving teaching strategies for Algebra 1 teachers.	Principal Assistant Principals	Analysis of Algebra 1 EOC scores.	Algebra 1 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:	In grades 9-12, the percentage of Standard Curriculum students scoring at Level 4 - 5 on the 2013 Algebra 1 EOC will increase from 11% to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (18)	25% (41)

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	Money for materials	Track students in the above proficiency levels and incorporate strategies to keep them at these levels and make learning gains.	Principal Assistant Principals Tutors Teachers	Performance on standardized tests and ongoing performance on Progress Monitoring tests.	Progress Monitoring tests and Algebra 1 EOC
2	Teachers are at different skill levels with higher order questioning techniques.	We need training as educators to make the courses more demanding.	Administration Subject area teachers	Monthly discussions within department meetings on the effectiveness of critical thinking strategies and the evaluation process.	Progress Monitoring assessments. Review of classroom tests, exams and daily work by other teachers to help increase critical thinking questions.
3	Students abilities within a section are wide spread.	We need more training on differentiated instruction within Algebra so we can better prepare our students based on their abilities and on how to increase their critical thinking skills. Meetings with other teachers within our county to discuss strategies.	Administration Subject area teachers	Recurring monthly discussions and meeting within our county with other Algebra 1 teachers to discuss strategies.	Progress Monitoring Assessments. Review of classroom exams and daily work.

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%.

Information not available at this time.

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 grades 9-12, the percentage of All Curriculum student subgroups by ethnicity not making satisfactory progress in Algebra will be maintained or decreased by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 48% (107)Black N/a Hispanic N/A Asian N/A American Indian N/A	White 46% (88)

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	Money for materials	Utilize a support facilitation model to assist minority students in mastering core content.	Principal Assistant Principals Support Facilitation teachers. General Education Teachers	Grades will be monitored on progress monitoring and achievement level on EOC will be noted.	Student grades on Algebra EOC
2	Time Constraints in teaching the appropriate amount of material	utilize tutors and other facilitators to help close the achievement gap of students	Principal Assistant Principals Tutors Classroom Teachers	Progress Monitoring test scores and EOC.	Student grades on EOC.
3	Lack of pre-requisite skills	Offer a remedial math class for those students not performing at achievement level.	Administration	Guidance counselors for placement of students based on skill levels.	Progress Monitoring testing.
4	Lack of resources available for remedial students.	Offer a remedial math class or after school tutoring for students below achievement levels.	Administration Subject area teachers. Tutors	Guidance counselors for placement of students. Progress monitoring testing.	Progress Monitoring testing results, semester exams, chapter tests, mini assessments.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					

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:	In grades 9-12, the percentage of all Students with Disabilities (SWD) not making satisfactory progress in Algebra will be maintained or decreased by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (19)	85% (18)

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	Money for Materials Time Constraints	Utilize a support facilitation model to assist students with disabilities in mastering core content.	Principal Assistant Principals Support Facilitation Teachers General Education Teachers	Progress Monitoring test results.	Algebra 1 EOC test results.
2	Support needed in classrooms to assist students below grade level.	Utilize ESE support staff and/or have aids in the classroom for assistance.	Principal Assistant Principals ESE support education teachers General education teachers	Progress Monitoring test results. Midterm grades. Report card grades.	Algebra 1 EOC test results. Chapter tests, semester exams.

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:	In grades 9-12, the percentage of all Economically Disadvantaged students not making satisfactory progress in Algebra will be maintained or decreased by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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
	Money for Materials	utilize a support staff	Principal	Progress Monitoring	Algebra 1 EOC

1	within the county for monetary resources for students.	Assistant Principals Guidance Counselors Homeless Supervisor in the county for the schoolboard.	Assessment grades.	grades.
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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:	The data for 2012 Geometry EOC is divided into only 3 levels. However, by looking at the data for level 3 our school (21%) is below the state (34%) and the district (24%). The numbers will need to be re-evaluated when the data is segregated into 5 levels. We would anticipate coming up by 3% of anticipated level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(28)	24% (46)

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	Money for materials.	TI 30X Calculators purchased for EOC access needed to train students in class.	Department Head	Analysis of Performance Matters	Geometry EOC
2	Money for technology tools.	Need interactive white boards or equivalent with software such as Geometer Sketchpad updated and available for use in class and computer lab. Make computer labs available for class use when not being used for testing.	Department Head Administration Lab coordinator Teacher	FCAT Explorer Stats Performance Matters Data	Performance Matters Tests Geometry 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 Geometry. Geometry Goal #2:	We need to reassess data when the levels become segregated into 5 levels. Our scores are below the state and district levels, so there is room for improvement no matter the cut offs. The information in this section is given in anticipation of the upcoming 5 level data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	10% (15)

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	Money for materials.	TI 30X Calculators purchased for EOC access needed to train students in class.	Department Head	Analysis of Performance Matters	Geometry EOC
2	Money for technology tools.	Need interactive white boards or equivalent with software such as Geometer Sketchpad updated and available for use in class and computer lab. Make computer labs available for class use when not being used for testing.	Department Head Administration Lab coordinator Teacher	Analysis of Performance Matters FCAT Explorer Stats	Performance Matters Tests Geometry EOC
3	Number of students in advanced math classes (Geometry Honors).	Algebra 1 Honor teacher needs to identify and recommend students. Encourage schedulers of Geometry Honors and Algebra 2 Honors to increase achievement of more students in Calculus and Statistics.	Teachers Guidance Counselors Curriculum Admin	Increased enrollment in honor classes.	EOC scores Class enrollment in advance math classes in senior year.

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 # Information not available at this time.				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 grades 9-12, the percentage of All Curriculum student subgroups by ethnicity not making satisfactory progress in Geometry will be maintained or decreased by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 77% (73) Black N/A Hispanic N/A Asian N/A American Indian N/A	White 75% (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 monetary support and materials.	CHAMPS strategies Variety of teaching strategies	Principal Department Head Individual teacher	Analysis of grades Performance Matters FCAT Explorer Stats	EOC results Number of credits awarded

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					

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 Geometry. Geometry Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					

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
Effective use of Vertical Alignment	Grades 6-12	Math Department Chairperson	Math Teachers	-Monthly Department Meetins	-Lesson Plans -Department Meeting Discussions	-Principal -Administration Team
Effective use of FRI strategies	Grades 6-10	Math Department Chairperson	Math Teachers	on-going	-Lesson Plans	-Principal -Administration Team
Effective use of Navigator Plus	Grades 6-10	Math Department Chairperson	Math Teachers	September 2013	-Monthly data meetings	-Principal -Administration Team

Mathematics 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 Mathematics Goals

Elementary and Middle School Science 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 science. Science Goal #1a:	N/A na (all student scored above levels 4,5,6. Our goal is to make sure the new students acheive this level)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	Money for materials	To provide tutoring for students who anticipate taking the ACT, SAT and PERT tests.	Principal Assistant Principals Tutors	Analysis of ACT, SAT and PERT scores	Standardized tests.
2	-Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts -Not all teachers are able to attend available science trainings on dates available by the district -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students explore time, accountable talk, higher order questioning, etc.	-FCAT reading books will be used in the classroom to focus on higher order questioning -Teacher's will attend District science Training and share information with their PLC's -To achieve this goal, science teachers will increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and Higher order questioning)per unit of instruction.	1.Principal 2.Classroom Teachers	-Continual progress monitoring -Thinkgate -Practice FCAT test for 8th	2013 FCAT Science Test
3	N/A	N/A	N/A	N/A	N/A

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 science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A)		N/A			
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	NA	NA	NA	NA	NA

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 science. Science Goal #2a:	In grade 8, the percentage of Standard Curriculum students scoring at Level 4 or above on the 2013 FCAT Science Test will increase from 11% to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(11)	15%(15)

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	Money for Materials	Track students in the above proficiency levels and incorporate strategies to keep them at these levels and make learning gains.	Principal Assistant Principals Reading Coach Teachers	Performance on standardized tests and ongoing performance in Performance Matters (progress monitoring)	FCAT,
2	- Teachers are varying skill levels with higher order questioning techniques - PLC meetings do not focus on higher order questioning strategies for upcoming lessons	- Students enrolled in all 8th Grade and honors science classes will be required to submit a project in the 2012-2013 school science fair.	1. Classroom teachers 2. Science Fair Chairperson	Continual progress monitoring	Number of projects entered in the 2012-213 school science fair

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 science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	N/A na (all student scored above levels 4,5,6. Our goal is to make sure the new students acheive this level)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A)	N/A

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

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:		Students in grade 10 (class of 2015) currently taking Biology I will be prepared to pass the Biology I EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (37)		82% (147)			
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	learning what the requirements are going to be for students to pass the Biology I EOC 2. lack of money for funds materials to increase inquiry/ hands on materials 3. Limited technology in science labs	Strategies to solve these barriers could be workshops and seminars to to provide us with information about the test, funds for materials, and Gizmo from the county office	Classroom teachers, principals and the county office	continual progress moniytoring, in-class testing, and practice tests	2013 Biology I 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 Biology. Biology Goal #2:		Students in grade 10 (class of 2015) currently taking Biology I will be prepared to pass the Biology I EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (only had 3's)		12% (21)			
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	1. teachers are learning what the requirements are going to be for students to pass the Biology I EOC 2. lack of money for	Strategies to solve these barriers could be workshops and seminars to to provide us with information about the test, funds	Classroom teachers, principals and the county office	continual progress moniytoring, in-class testing, and practice tests	2013 Biology I EOC

funds materials to increase inquiry/ hands on materials 3. Limited technology in science labs	for materials, and Gizmo from the county office			
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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
Teachers attended trainings this summer on classroom management and on Inclusion training. Many teachers went to individual workshops on curriculum and classroom instruction and on inquiry hands on labs.	Grades 6-12	Teachers Principal County office staff Administration	School-wide	Summer Early Release Days Teacher workday	Classroom observations Lesson plans Follow-up workshops Pacing Guides	Teachers Principaland County office staff

Science 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

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:	In grades 8 & 10 the percentage of AYP All Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing Test will increase from 79% to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (253)	80% (289)

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	1. Students avoid process writing to develop full writing potential 2. Students have limited vocabulary	1. Teachers will use word walls and FRI vocabulary strategies to develop vocabulary 2. Inclusion Training Techniques 3. AVID Techniques	1. Administration 2. Class room teachers	1. Continual progress monitoring 2. Administration and classroom teachers will monitor revision and editing process by reviewing student drafts.	1. 2013 FCAT Writing Test 2. Progress between the pre-test prompt and mid-year prompt.
2				3. Performance Matters website	3. Performance Matters testing 4. FAIR testing

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

(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
Writing instruction across the curriculum Core Curriculum Inclusion Training Techniques AVID Techniques	All grades, all subjects	Principal	School-wide	1. Writing workshop prior to beginning of school year. 2. Regular updates through faculty and department meetings. 3. Interaction through designated website throughout the year.	1. The various plans include diverse outcomes which will be monitored and shared as they develop. 2. Regular educational products will be required during the process, like vocabulary, essays, discussions, etc., which will be monitored.	1. Principal 2. Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No budget information is available at this time.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No budget information is available at this time.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No budget information is available at this time.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No budget information is available at this time.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics 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 Civics.	In grade 7, the percentage of Standard Curriculum

Civics Goal #1:	Students scoring at Level 3 or higher on the 2013 Civics EOC will be 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	20%[37]

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 are ill-prepared -They have not previously taken Civics.	-Sharing between Schools	Teacher	Test Scores	-Test -Teacher Observation
2	-Lack of Resources	-Sharing among teachers	Teacher	Test Scores	-Test -Teacher Observation
3	-Lack of Test Knowledge	-Teacher created materials -Teacher created Civics Strand Test	-Teacher	Test Scores	-Projects -Civics Strand Test

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 Civics. Civics Goal #2:	In grade 7, the percentage of Standard Curriculum Students scoring at Level 4 or higher on the 2013 Civics EOC will be 5% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% [9]

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 are ill-prepared, they have not previously taken Civics.	-Sharing between schools	-Teacher	-Test Scores	-Test
2	-Lack of Resources	-Sharing among teachers	-Teacher	-Test Scores	-Teacher Observation
3	-Lack of test knowledge	-Teacher created materials -Teacher created Civics Strand Test	-Teacher	-Test Scores	-Projects -Civics Strand Test

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
Online Civics	7th/Civics	Online Instructor	Civics Teacher	Department meetings and early release days	District Inservice	Administration
McGraw-Hill	7th/Civics	Representative	Civics Teacher	Department meetings and early release days	District Inservice	Administration
Inclusion training AVID training	6 through 12	Various instructors Administration Department specialists	Department wide with inclusion being school wide	Before school training, department meetings, early release days	Administrators participate in trainings and department meetings. Department heads	Administration

Civics 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 Civics 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:	In grades 7 & 10, the percentage of Standard Curriculum students scoring at Level 3 or higher on the 2013 History EOC will be 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			20%[26]		
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 knowledge navigating computer	Practice using class computer and projectors	Teacher	Test Scores	Test
2	Student motivation	Establish Pacing Guides	Teacher	Test Scores	Teacher Observation
3	Lack of resources and computers for practice	Teacher sharing	Teacher	Test scores	Projects

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:	In grades 7 & 10, the percentage of Standard Curriculum students scoring at Level 4 or higher on the 2013 History EOC will be 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% [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	Lack of knowledge navigating computer	Practice using class computer and projector	Teacher	Test Scores	Test
2	Student motivation	Pacing Guides	Teacher	Test Scores	Teacher Observation
3	Lack of resources/computer	Teacher Sharing	Teacher	Test Scores	Projects

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
McDougal	Grades 6-12	Representative	U.S. History Teachers	Department Meetings Early Release Days	District In-Service	Administration

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:	<p>The attendance rates will increase from 91.58% (1068) in 2011-2012 to 92.5%(1078) in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease from 350 in 2011-2012 to 326 in 2012-2013.</p> <p>The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 157 in 2011-2012 to 148 in 2012-2013.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.56% (1068)	92.5% (1078)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
350	326
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
157	148
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	-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to (1) ensure that all steps are being implemented with fidelity and (2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school-wide attendance initiatives.	AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base Guidance Counselors	A comparison of data will be reviewed to discover patterns of non-attendance and trends that may be observed within the school. Parents will be notified and conferenced when attendance rate meets criteria.	Attendance Report Tardy Report

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
Inclusion of ESE students within general education classrooms with support of ESE teachers and paraprofessionals	Grades 6-9	1. Principal 2. ESE Department Chairperson	all teachers grades 6 - 12	September 12, 2012 ongoing	Recurrent meeting to monitor progress	Principal Assistant Principal

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

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 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:		<p>The total number of In-School Suspensions will decrease from 641 in 2011-2012 to 628 in 2012-2013.</p> <p>The total number of Students Suspended in School will decrease from 233 in 2011-2012 to 209 in 2012-2013.</p> <p>The total number of Out-of-School Suspension days will decrease from 1039 in 2011-2012 to 1018 in 2012-2013.</p> <p>The total number of Students Suspended Out of School will decrease from 155 in 2011-2012 to 99 in 2012-2013.</p>			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
641		628			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
223		209			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
1039		1018			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
115		104			
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
	Faculty needs to operate within a single school culture, unified in practices of common approaches to	Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules,	Monthly faculty meetings, bi-weekly department meetings, and	Discipline data will be compared annually to observe trends occurring within students school-wide	MIS reports on suspension data.

1	behavioral issues.	set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations	curriculum council meetings to discuss and provide solutions to behavioral concerns.		
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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
Inclusion of ESE students within general education classrooms with support of ESE teachers and paraprofessionals	Grades 6 - 9	1. Principal 2. ESE Department Chairperson	All teachers grades 6 - 12	September 12, 2012	Recurrent meetings to monitor progress	Principal Assistant Principal

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
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 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>	During the 2012-2013 school year, Fort White High School will decrease the dropout rate by at least .1%; and increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The current drop out rate for Columbia County is 0.6%	The expected dropout rate is 0.5%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The most current graduation rate, 2009/2010, based on the SPAR report is 87%	The expected graduation rate is 89%

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	Attendance	Increase Parental Involvement/contact.	Administrative team, Attendance personnel and Teachers.	Decrease in the "rule of 59" failures; review periodic attendance reports	Periodic attendance reports and report cards/transcripts.

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
Motivation/Incentives for increased attendance	Grades 6-12	Administrative Team	School-wide	On-going	Monthly discussions at Curriculum Council meetings	Administrative Team

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
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 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 maintain the current level of parental involvement for 2012/2013.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
694 parent/adult volunteers contributed 15,253 hours to Fort White High School in 2011/2012.		694 parent/adult volunteers are expected to contribute at least 15,253 hours to Fort White High School in 2012/2013.			
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	Working parents	Schedule meetings/trainings in the evening	Volunteer Coordinator	Volunteer hours	Parent volunteer sign-in sheets
2	Lack of technology	Provide parents with Internet access to student records	Data processing clerk	Internet access applications	Completed Internet access applications

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

Volunteer Training	Grades 6 thru 12	Volunteer Coordinator County Staff	all volunteers	on-going	Volunteer hours	Volunteer Coordinator Activities Director
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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
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 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:		To establish a partnership with one or more energy corporations in an effort to increase awareness of and opportunities for the students in the new Energy Academy.			
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	Reluctance on the part of private businesses to buy into a new and unproven program.	<ol style="list-style-type: none"> 1. Make contact with appropriate personnel with Progress Energy, Clay Electric, and Florida Power; 2. Make presentation about the program and the goals that we have to make the program successful; 3. Team up with The Gulf Power Academy in Pensacola and take business leaders there 	Keith Hatcher Wayne Oelfke	By the end of the year, we will have accomplished this goal after progressing through the three listed strategies and garnering corporate support.	FWHS will have accomplished this goal by forming a written agreement with one or more of the energy corporations mentioned.

		to see a successful program in order to get buy-in.		
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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
Teacher visits to area power plants and/or meetings with executives and employees.	9-12	Various	Wayne Oelfke Jason Howard Marcus Bell	As scheduled	Observed application in the classroom.	Administration

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
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 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:	The grades 9-12, the percentage of students enrolled in CTE classes will increase 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	Certified Teachers	Recruit certified teachers to teach CTE courses	Principal School-based CTE Co-ordinator CTE Department Chair Guidance Counselors	Track student enrollment in CTE classes	Pass rate of certification tests
	Industry Job Demand	Provide current teachers with opportunities to gain additional certifications			Job placement rates of students who earn certifications
		Track job demand, research local job fairs, establish relationships with local economic developers.			

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
Academy Training	9-12	FDOE	Administrators CTE Instructors Guidance Counselors	As scheduled	Classroom observations	Administrators

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
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

Additional Goal(s)

Science Goal #3

Students achieving proficiency on the Biology 1 EOC Goal:

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. Science Goal #3 Students achieving proficiency on the Biology 1 EOC Goal		Students in grade 10 currently taking Biology will be prepared to pass the Biology 1 EOC.			
Science Goal #3 Students achieving proficiency on the Biology 1 EOC Goal #1:					
2012 Current level:		2013 Expected level:			
N/A		82% (147)			
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	Teachers are learning what the requirements are going to be for students to pass the 2013 Biology 1 EOC.	1. Practice Biology 1 EOC. 2. Review books used in the classroom to focus on required standards.	1. Principal 2. Classroom Teachers	1. Practice test for EOC 2. Continual progress monitoring. 3. Thinkgate test	2013 Biology 1 EOC

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
Teachers attended trainings this summer on classroom management and on Inclusion training. Many teachers went to individual workshops on curriculum and	6-12	Teachers,, Principal County office staff, Administration	School-wide	Summer, Early Release days, Teacher workdays	Classroom Observations, Lesson plans, Follow up workshops, Pacing Guides	Teachers, Principals, County office staff

classroom instruction and on inquiry hands on labs.					
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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 Science Goal #3

Students achieving proficiency on the Biology 1 EOC Goal(s)

Science Goal #4

Students achieving proficiency in 3 science courses of high rigor. Goal:

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. Science Goal #4 Students achieving proficiency in 3 science courses of high rigor. Goal		In all grades, 9-11, the percentage of students graduating with 60% or higher in 3 science courses with high rigor where Biology, Chemistry, or Physics are 2 of the courses.			
Science Goal #4 Students achieving proficiency in 3 science courses of high rigor. Goal #1:					
2012 Current level:		2013 Expected level:			
85% (155)		87% (165)			
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 math ability and reading ability	Work on basic math and reading using CRISS strategies	Teachers and principals	Scores on retakes for math and reading and PERT scores and SAT	Scores ACT PERT SAT and FCAT

				and ACT for those taking tests	
2	math ability and reading ability	Work on basic math and reading using CRISS strategies	Teachers and principals	Scores on retakes for math and reading and PERT scores and SAT and ACT for those taking tests	Scores ACT PERT SAT and FCAT

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
Teachers attended trainings this summer on classroom management and on Inclusion training. Many teachers went to individual workshops on curriculum and classroom instruction and on inquiry hands on labs.	6-12	Teachers, Principal, County office staff, Administration	School-wide	Summer, Early release days, Teacher workdays	Classroom Observations Lesson plans Follow up workshops Pacing guides	Teachers, Principal, County office staff

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	No budget information is available at this time.			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	No budget information is available at this time.			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	No budget information is available at this time.			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	No budget information is available at this time.			\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

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 9/28/2012)

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
To fund SAC-Sponsored Events - incentives/awards related to SIP Goals	\$1,500.00
To fund AP Exams - Math, Science, History	\$2,500.00

To fund the school Science Fair	\$500.00
To fund Middle School Planners	\$1,500.00
To fund Supplemental Student Materials	\$2,000.00

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

September - Election of School Advisory Council (SAC) for 2012/2013

Assist in the SIP Development

Plan for a Science Event

November - Review Reading and Writing goals and objectives

Assist with the Science Event

Plan for a SAC-sponsored Family Reading Event

January - Review Science and Math goals and objectives

Assist with the Family Reading and Event

Plan for a SAC-sponsored Math Event

February- Assist with the school-wide Math Event

March - Review Attendance and Suspension goals and objectives

Review History/Civics goals and objectives

Review Mid-Year Data and Narrative Reports

Plan for a SAC-sponsored Writing Event

April - Assist with the Writing Event

May - Review and evaluate the 2012/2013 SIP goals and objectives

Discuss new ideas for the 2013/2014 SIP

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

Columbia School District FORT WHITE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	70%	75%	46%	248	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	47%	65%			112	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?	48% (NO)	65% (YES)			113	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 = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Columbia School District FORT WHITE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	67%	85%	37%	250	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	57%	68%			125	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?	56% (YES)	58% (YES)			114	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					489	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested