FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: AVON PARK HIGH SCHOOL

District Name: Highlands

Principal: Tealy Williams

SAC Chair: Melanie Jackson

Superintendent: Wally Cox

Date of School Board Approval:

Last Modified on: 10/29/2012

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)
					01/02 C – No on AYP 02/03 C – No on AYP 03/04 C – No on AYP 04/05 D – No on AYP 05/06 C – No on AYP 06/07 C – No on AYP Learning Gains: Reading – 49% Math – 69% Lowest 25% Learning Gains: Reading – 43% Math- 58% 07/08 C – No on AYP Learning Gains: Reading – 51% Math – 74% Lowest 25% Learning Gains: Reading – 45% Math – 60% 08/09 D - No on AYP Learning Gains: Reading - 49% Math - 68% Lowest 25% Learning Gains: Reading - 43% Math - 58%
Principal	Tealy Williams	Bachelors and Masters Areas of Certification: Business Education 6-12, Educational	2	7	09/10 C - No on AYP

Position	Name	Degree/Certification	Years at Current School	Years as Administrator	Performance Record
		Leadership			Learning Gains: Reading - 45% Math 68% Lowest 25% Learning Gains: Reading 36% Math 53% 10/11 D - No on AYP Learning Gains: Reading - 38% Math - 65% Lowest 25% Learning Gains: Reading - 39% Math - 60% All of the above while in administration at Sebring High School. 11/12 Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65%
Assis Principal	Seth Lambert	Master of Science in Educational Leadership, Nova Southeastern University; B.A. in Social Science Education, Warner Southern College; School Principal K-12, Social Science 5-9	5	6	2011-2012 Assistant Principal at Avon Park High School: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65% 2010-2011 Assistant Principal at Dundee Ridge Middle School: Grade B Did not make AYP, Economically Disadvantaged made AYP, Black students met AYP in Math, 79% AYP criteria met. 2008-2009 Assistant Principal at Avon Park High: Grade D Reading Mastery: 31% Math Mastery: 61% Science Mastery: 30% Our black students met AYP in Math. All other groups did not meet AYP in Reading or Math. 2007-2008: Grade D Reading Mastery: 33% Math Mastery: 56% Science Mastery: 34%, All subgroups failed to make AYP. 2006-2007: Grade D Reading Mastery: 31% Math Mastery: 59% Science Mastery: 31%. Our white population met AYP in Math, all other sub groups did not make AYP.
Principal	Sandra Johnson	Degree in Advanced Study for Educational Administration and Supervision, and a Master of Science Certifications: School Principal (All levels), Elementary Education (K-6), Health (K-12), Physical Education (K-12)	8	7	2011-2012 Assistant Principal at Avon Park High: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65% 2010-2011 Assistant Principal at Avon Park High: Grade D Reading Mastery: Grade 33% Math: 65% Lowest 25% Learning Gains: Reading 39% Math 60% 2009-2010 Assistant Principal at Avon Park High: Grade D Reading mastery: grade 39%. Math mastery: 69%. Writing mastery: 80%. Science mastery 23%. Our white students met AYP in Math. All other groups did not meet AYP in reading or math. 2008-2009 Assistant Principal at Avon Park High: Grade D Reading Mastery 31% Math Mastery: 61% Science Mastery: 30% Our black students met AYP in Math. All other groups did not meet AYP in reading or math. 2007-2008: Grade D, Reading Mastery: 33%, Math mastery: 56%, Science Mastery: 34%, All subgroups failed to make AYP.

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 Coach	Jessica Thayer	Business Administration in Computers Informational Systems Reading Endorsed, Math 6-12, Middle Grades Math, and Business K-12	7	2	2011-2012 LCRT at Avon Park High School: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65% 2010-2011 Literacy Coach Resource Teacher, school grade pending. Reading mastery % scoring at or above grade level 29%. 2009-2010 Geometry teacher, school Grade pending. Reading mastery: grade 39%. Math mastery: 69%. Writing mastery: 80%. Science mastery 23%. Our white students met AYP in Math. All other groups did not meet AYP in reading or math. 2008-2009 Math teacher at Avon Park High: Grade D Reading Mastery 31% Math Mastery: 61% Science Mastery: 30%Our black students met AYP in Math. All other groups did not meet AYP in reading or math. 2007-2008: Grade D, Reading Mastery: 33%, Math mastery: 56%, Science Mastery: 34%, All subgroups failed to make AYP.

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	Advertise for vacancies utilizing a web-based site that reaches the entire U.S.	District Office - Human Resources	Completed	
2	Only interview and hire teachers certified and highly qualified when possible.	Principal	Completed	
3	Contacts with local colleges to recruit teacher education graduates.	Principal and Assistant Principals	On-going	
4	Receive update continuously from District Office on present status of teachers	District Office - Human Resources	Completed	
5	Selection of new hires must be approved by Superintendent	Superintendent	Completed	
6	Advertise opportunities for teachers to attend classes, inservices, and workshops to continue their educaton or recertify.	District Office - Human Resources, Principal, Curriculum and Instruction department	Ongoing	
7	Partner new teachers with veteran teachers to adjust to the school and district.	Assistant Principal and Peer Teachers	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
5	Utilize peer evalauator, Peer mentor, and PEC programs

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
59	1.7%(1)	10.2%(6)	39.0%(23)	49.2%(29)	40.7%(24)	91.5%(54)	15.3%(9)	3.4%(2)	23.7%(14)

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
S. Wade Jackson First year teacher Clinical Education	Alex daly	Mr. Daly is first year science teacher participating in PEC program. Mr Jackson is highly qualified science teacher and ED leader completer.	Clinical Educator and PEC program

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

[ ]

Nutrition Programs

[ ]

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Tealy Williams - Principal
Seth Lambert - Assistant Principal
Sandra Johnson - Assistant Principal
Jessica Thayer - Reading Coach
Ashley Ridenour – Guidance Counselor
Rosemary Webb – Guidance Counselor
Jennifer Langston – Guidance Counselor
Frank Lyons – Dean
Heather Simmons - School Psychologist

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?

APHS MTSS/RtI works with APHS curriculum leadership team (CLT) to review and develop the school's improvement goals and strategies. Additionally, the APHS MTSS/RtI team coordinates delivery of remediation interventions for identified students and monitors their progress.

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?

APHS MTSS/RtI works with APHS curriculum leadership team (CLT) to review and develop the school's improvement goals and strategies. Additionally, the APHS MTSS/RtI team coordinates delivery of remediation interventions for identified students and monitors their progress.

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.

Tier 1 - FCAT Reading and Math; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology results are

used to screen and monitor students.
Tier 2- FCAT Reading and Math; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord results are used to screen and monitor students.
Tier 3- FCAT Reading and Math; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord; AIMS Web; fluency passages results are used to screen and monitor students by the APHS RTI monitoring form.

Behavior - Use attendance and discipline referral reports to identify students exhibiting unacceptable behavior for which traditional interventions have proven unsuccessful

Describe the plan to train staff on MTSS.

Phase 1 - 2010-11 Staff participated in and completed the Florida Response to Intervention online modules; Administration and RTI Team participated in and completed District RTI trainings.
Phase 2 - 2011-12 Staff will continue ongoing professional development on academic Tier 1 and Tier 2 Interventions. Staff will receive tabletop training on identifying students and establishing Tier 3 Interventions. .
Phase 3: 2012-2013 Staff will become familiar with the change from RtI to MTSS

Describe the plan to support MTSS.

APHs' plan to support MTSS includes engaging the assistance of Pam Kasardo, from DOE to provide professional development regarding the key components of multi-tiered systems of support and data-driven decision-making to our curriculum leadership, guidance support, and administration teams. Additionally to develop and implement and early warning system to facilitate the timely identification of off track students and students needing additional behavioral and instructional supports.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tealy Williams, Principal
Seth Lambert, Assistant Principal
Sandra Johnson, Assistant Principal
Jessica Thayer, Literacy Curriculum Resource Teacher
Sabrina Williams - Social Studies Classroom Teacher
Maxine Johnson - English Classroom Teacher
Dawn Henderson- Math Classroom Teacher
Jenna Hancock - Science Classroom Teacher
Angel Harris - ESE Classroom Teacher
Joy Loomis - Vocational Classroom Teacher
Judy Santiago - Reading Classroom Teacher

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

The LLT meets monthly to evaluate the literacy needs of Avon Park High School, develop intervention strategies and implement these strategies across campus. The LCRT functions as the head of the LLT and implements and organizes the plans of the LLT. The content area teachers were chosen to participate based on their previous interest in literacy as evidenced by their completion of Content Area Reading Professional Development (CAR-PD).

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

1. "Read Like A Rock Star:" - A month long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. The LLT will assist, implement and provide professional development for campus wide reading strategies
a. Florida Reading Initiatives strategies
b. UNRaaVEL
c. THIEVES
3. Summer reading program - The English have a required summer reading list. The LLT will investigate bringing in other departments to participate.
4. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.

5. The LLT will promote and model Literacy Rich Classrooms
6. The LLT will implement Reading Pullouts for seniors that have not passed FCAT and lowest quartile students
7. The LLT will support and promote creative literacy awareness activities for Literacy Week

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.

Avon Park High School has two main literacy initiatives that will bring reading strategies into every classroom. First, "iRead" is a reading Motivation Program with a reward-based system for all students of Avon Park High School. The goal of this program is to increase fluency among all readers. The second initiative is the Instructional Focus Calendar. All classrooms will use one strategy - high yield instructional strategy - every day for two weeks to increase vocabulary and comprehension.

*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?

Avon Park High School offers vocational opportunities or classes in the areas of Business, Industrial Arts, Culinary, Family Dynamics, Agriculture, ROTC, CDE, Internship, Externship, and ESE Job Placements. Standards in these classes, as well as State Standards found in all academic classes, addresses the connection of what they learn in a particular course and how it is relevant to a future job. Skills that are being taught in core academic classes are identified as necessary to complete applied and intergraded courses as well as function in real world situations.

In addition to this, students from our school are given the option of attending the community college in our area where they can begin earning credits in specific vocational fields.

Many of the students participate in higher level academic classes to prepare themselves for post secondary work through Honors, Advanced Placement, and Dual Enrollment classes.

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?

Upon entering Avon Park High School, students are given options to choose their academic paths. The first choice is to graduate in three years or four, on the college bound or vocational track. We receive recommendations from prior teachers as to the level of academic class the student should be in and review the assessment data to see if they meet the criteria for the classes they choose.

Spring of each year the students are given the Course Syllabus containing the class offerings for the next school year. Guidance Counselors sit down with each student individually to provide academic histories and discuss options.

In the fall counselors begin with the 12th grade students and review their academic histories and current schedule to make sure they meet graduation requirements. This process is continued through 11th, 10th and 9th grade students.

We make a conscientious effort in all classes to relate our subject matter with the real world. Southern Regional Educational Board (SREB) is very instrumental in this initiative. Vocational classes offer students an opportunity to explore career tracks. In addition, we offer job training classes such as Agriculture CoOp, CDE, Internship, Externship, JROTC and ESE Career Experience. Also, we use the electronic Personal Education Planner (ePEP) Program of Studies, and Choices programs. Students meet with their Guidance Counselor to complete their ePEP. They are encouraged to access www.facts.org and use

the information provided to make a plan to reach their career and educational goals. Students meet with their Counselors to plan their schedules for the following year based on their educational and career goals. In addition Counselors also work with the students each year to review and update the ePEP as needed. Students have the opportunity to take the PSAT, ASVAB, and SAT/ACT to help them identify strengths, weaknesses and an area of future career interest.

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

We have remediation classes in Reading, Math, and offer College for Math Readiness as well as Writing for College Readiness on the campus at Avon Park High School (APHS.) An ACT/SAT prep class is provided at South Florida Community College. On campus at APHS tutoring is available in Math, English, & Reading plus other subjects as needed two to three times a week. Yearly the Guidance Counselors visit classrooms to discuss with students their career choices. Student choices along with teacher recommendations are used to define appropriate academic tracks to reach career goals.

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:	Student receiving a proficient level (FCAT Level 3) in reading will improve by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (81 students)	42% (95 students)

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	1.1. Core classroom instruction does not provide with fidelity appropriate levels of text complexity.	1.1.Teachers will use grade level qualitative text to increase the text complexity in classroom instruction.	Classroom Teacher Administration Literacy Curriculum Resource Teacher	Summative Testing Formative Testing Observation	FAIR assessment Classroom assessments
2	1A.2. 77% of students receiving a proficient level only scored at the 80th percentile in Literacy Analysis. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned to support Literacy Analysis (Fiction/Nonfiction)	1.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	Classroom Teacher Administration LiteracyCurriculum Resource Teacher	Summative Testing Formative Testing Observation	FAIR assessment Classroom assessments
3	1A.3. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	1A.3. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	1A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	1A.3. Summative Testing Formative Testing Observation	1A.3. FAIR Assessment Classroom 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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Student scoring at levels 4, 5, and 6 in reading on the FAA will improve by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5students)	54% (6 students)

	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	1B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the Alternate Assessment.	1B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	1B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	1B.2. Summative Testing Formative Testing Observation	1B.2. FAIR Assessment Classroom 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.\n\nReading Goal #2a:	Student receiving an above proficiency level (FCAT Level 4 and 5) in reading will improve by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (32 students)	16% (36 students)

	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	2.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity. .	2.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	Classroom Teacher Administration Literacy Curriculum Resource Teacher	Summative Testing Formative Testing Observation	FAIR Assessment Classroom Assessment
2	2.2. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	2.2. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	Classroom Teacher Administration Literacy Curriculum Resource Teacher	Summative Testing Formative Testing Observation	FAIR Assessment Classroom Assessment
3	2A.3. 31% of students receiving at or above Achievement Level 4 only scored at the 80th percentile in Informational Text/Research Process. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned to support Informational Text/Research Process	2A.3. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	2A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	2A.3. Summative Testing Formative Testing Observation	2A.3. FAIR Assessment Classroom 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.\n\nReading Goal #2b:	Students receiving a 7 or above in reading will improve by 9%

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	45.4% (5 students)		54% (6 students)		

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	2B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the Alternate Assessment.	2B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	2B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	2B.2. Summative Testing Formative Testing Observation	2B.2. FAIR Assessment Classroom 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 group:

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:	The percentage of students making learning gains in reading will improve their level of performance by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (129 Students)	60% (135 students)

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	3A.1. 55% of the student not making learning gains scored below the 50th percentile on Informational Text/Research Process. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with Informational Text/Research Process.	3A.1. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	3A.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.1. Summative Testing Formative Testing Observation	3A.1. FAIR Assessment Classroom Assessment
2	3A.2. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	3A.2. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	3A.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.2. Summative Testing Formative Testing Observation	3A.2. FAIR Assessment Classroom Assessment
3	3A.3. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	3A.3. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	3A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.3. Summative Testing Formative Testing Observation	3A.3. FAIR Assessment Classroom Assessment

4	3A.4. Implementation of new Reading Curriculum	3A.4. Teacher will all use the same materials (PW Impact, CIS Lessons and Article of the Week) to differential instruction for their students	3A.4. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.4. Summative Testing Formative Testing Observation	3A.4. FAIR Assessment Classroom Assessment Maze Template Task PW Impact

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:	Percentage of students making learning gains on the FAA for reading will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Indicator not measured. No comparison data.	10% (1 students)

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	3B.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	3B.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	3B.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3B.1. Summative Testing Formative Testing Observation	3B.1. FAIR Assessment Classroom Assessment
2	B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the Alternate Assessment.	3B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	3B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3B.2. Summative Testing Formative Testing Observation	3B.2. FAIR Assessment Classroom 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains in reading will improve their level of performance by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of lower quartile students making reading gains was 39% (40)	The number of lower quartile students making reading gains will increase to 41%. (58 students)

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
	4A.1. Core Classroom Instruction does not provide with fidelity reading strategies that	4A.1. Teachers will utilize benchmark aligned reading strategies into their classroom	4A.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.1. Summative Testing Formative Testing Observation	4A.1. FAIR Assessment Classroom Assessment

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	are aligned with the FCAT tested benchmarks: Vocabulary, Reading Application, Literacy Analysis (Fiction/Nonfiction) and Informational Text/Research Process	instruction.			
2	4A.2. Students are lacking background knowledge needed to understand the text complexity of grade level passages.	4A.2. Teachers will use supplemental text to increase the understanding of text complexity on grade level passages	4A.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.2. Summative Testing Formative Testing Observation	4A.2. FAIR Assessment Classroom Assessment
3	4A.3. Fluency, students do not have sufficient background knowledge or reading ability to read grade level passages	4A.3. Intensive Reading teachers will practice fluency on a daily basis	4A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.3. Summative Testing Formative Testing Observation	4A.3. FAIR Assessment Classroom Assessment Weekly Maze Tests
4	4A.4. Implementation of new School-wide Reading Curriculum	4A.4. Teacher will all use the same materials (PW Impact, CIS Lessons and Article of the Week) to differential instruction for their students	4A.4. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.4. Summative Testing Formative Testing Observation	4A.4. FAIR Assessment Classroom Assessment Maze Template Task PW Impact

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 # 5A. In six years school will reduce their achievement gap by 50%. 5A :			

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	42%	48%	54%	60%	

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:	The percentage of students making Adequate Yearly Progress (AYP) within each ethnic subgroup will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 46% Black: 24% Hispanic: 33% Asian: N/A American: N/A Indian:	White: 50% Black: 28% Hispanic: 37% Asian: N/A American: 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	5B.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	5B.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction.	5B.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5B.1 Summative Testing Formative Testing Observation	5B.1. FAIR Assessment Classroom Assessment

2	5B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks: White: Informational Text/Research Process Black: Informational Text/Research Process Hispanic: Informational Text/Research Process Asian: Reading Application American Indian: Literacy Analysis (Fiction/Nonfiction)	5B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction	5B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5B.2. Summative Testing Formative Testing Observation	5B.2. FAIR Assessment Classroom Assessment
3	5B.3. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	5B.3. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	5B.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5B.3. Summative Testing Formative Testing Observation	5B.3. FAIR Assessment Classroom 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:	The percentage of English Language Learners (ELL) making Adequate Yearly Progress (AYP) will increase be 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (6 students)	30% (7 students)

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
5C.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	5C.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction.	5C.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5C.1. Summative Testing Formative Testing Observation	5C.1. FAIR Assessment Classroom Assessment
5C.2 Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks Informational Text/Research Process	5C.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	5C.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5C.2. Summative Testing Formative Testing Observation	5C.2. FAIR Assessment Classroom Assessment
5C.3. Students are lacking background knowledge needed to understand the FCAT tested benchmarks: Vocabulary, Reading Application, Literacy Analysis (Fiction/Nonfiction) and	5C.3. Teachers will use supplemental text and reading strategies to increase the understanding of background knowledge for tested benchmarks.	5C.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5C.3. Summative Testing Formative Testing Observation	5C.3. FAIR Assessment Classroom Assessment

	Informational Text/Research Process				

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:	The percentage of students with disabilities making Adequate Yearly Progress (AYP) will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (5 students)	17% (7 students)

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	5D.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	5D.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	5D.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5D.1. Summative Testing Formative Testing Observation	5D.1. FAIR Assessment Classroom Assessment
2	5D.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks Informational Text/Research Process	5D.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	5D.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5D.2. Summative Testing Formative Testing Observation	5D.2. FAIR Assessment Classroom Assessment
3	5D.3. Teachers need to become more familiar with student's personal Individual Education Plans (IEP) to provide students with appropriate strategies and support	5D.3. Teachers receive a list of Student's with Disabilities and have access to each student's IEP through A3 Software.	5D.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher ESE Resource Teacher	5D.3. Summative Testing Formative Testing Observation	5D.3. FAIR Assessment Classroom 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of economically disadvantaged students making Adequate Yearly Progress (AYP) will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (53 students)	33% (59 students)

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
	5E.1.	5E.1.	5E.1	5E.1.	5E.1.

1	Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	Classroom Teacher Administration Literacy Curriculum Resource Teacher	Summative Testing Formative Testing Observation	FAIR Assessment Classroom Assessment
2	5E.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks Informational Text/Research Process	5E.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	5E.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5E.2. Summative Testing Formative Testing Observation	5E.2. FAIR Assessment Classroom Assessment
3	5E.3. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	5E.3. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	5E.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5E.3. Summative Testing Formative Testing Observation	5E.3. FAIR Assessment Classroom 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
Reading Meetings	9-12/ALL	Administration/LCRT	Reading Teachers	Bi-Monthly	Lesson Plans, Classroom Observations	Administration
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	All Teachers	Lesson Plans/Classroom Observations	Administration
LCRT	6-12/Reading	Kim Ervin (District Reading Specialist)	LCRT	Monthly	Meetings with Administration	Administration/District Reading Specialist
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Progress Monitoring and Unit based assessments	Administration
Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Attendance and discipline trend data	Covey implementation team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Read Like a Rock Star	Awards and recognition items to promote reading.	Grant and student recognition funds	$500.00
Intensive Reading Supplemental Instruction (Pullouts)	Ultilize retired reading endorsed teachers to provide supplemental instruction for lowest 25%.	District and Migrant	$4,000.00
			Subtotal: $4,500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FastFoward	Computer-based brain-based reading program.	District	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Students scoring proficient in the listening and speaking will improve by 2% through speaking and listening strategies that focus on building background knowledge, engaging students in verbal interaction, and transitioning from the silent stage.

2012 Current Percent of Students Proficient in listening/speaking:
26% (8).

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	1.1. Proficiency – students are not proficient enough to be engaged in teacher-student interaction.	1.1. Increase opportunities for verbal interaction.	1.1. Classroom teachers, administration, ESOL paraprofessional.	1.1. Daily and weekly observation of students' performance.	1.1. CELLA
2	1.2. Students do not have enough background knowledge or oral proficiency to communicate	1.2. Scaffolding activities to help build background knowledge and oral proficiency.	1.2. Classroom teachers, administration, ESOL paraprofessional.	1.2. Daily and weekly observation of students' performance.	1.2. CELLA
	1.3. Continued increase in first year ELL	1.3. Personal assistance, language	1.3. Classroom teachers,	1.3. Daily and weekly observation of	1.3. CELLA

| 3 | students. | immersion, and lowering affective filters. | administration, ESOL paraprofessional. | students' performance. | |

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

| 2. Students scoring proficient in reading.

CELLA Goal #2: | Student that score proficient in reading will improve by 2% through reading strategies that focus on vocabulary, fluency, and comprehension. |

2012 Current Percent of Students Proficient in reading:

0% (27).

	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	2.1. Vocabulary – students do not understand words and definitions.	2.1. High Yield strategies, differentiated instruction, opportunities for reading and using new vocabulary.	2.1. Classroom teachers, administration, ESOL paraprofessional.	2.1. Daily and weekly observation of students' performance, formal testing, classroom assessments.	2.1. CELLA FAIR
2	2.2. Fluency – students do not have sufficient reading ability to read grade level passages	2.2. High Yield strategies, differentiated instruction, opportunities for reading.	2.2. Classroom teachers, administration, ESOL paraprofessional.	2.2. Daily and weekly observation of students' performance, formal testing, classroom assessments.	2.2. CELLA FAIR
3	2.3. Comprehension – students do not possess strategies that will increase their reading comprehension	2.3. High Yield strategies, differentiated instruction, opportunities for reading.	2.3. Classroom teachers, administration, ESOL paraprofessional.	2.3. Daily and weekly observation of students' performance, formal testing, classroom assessments.	2.3. CELLA FAIR

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

| 3. Students scoring proficient in writing.

CELLA Goal #3: | Students scoring proficient in writing will improve by 2% through writing strategies that focus on grammar, writing process |

2012 Current Percent of Students Proficient in writing:

36%(5 students)

	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	3.1. Students 'lack the knowledge of writing in the English language.	3.1. Bilingual dictionary usage. Note sharing Personal assistance Note sharing Adapted environment Extended time	3.1. Classroom teachers, administration, ESOL paraprofessional.	3.1. Summative testing Formative testing Observation	3.1. CELLA Practice writing prompts Classroom assessments

		Hands-on activities			
2	3.2. Students' inability to write grammatically correct sentences.	3.2. Daily guided practice in writing complete sentences in English. Graphic organizers. Teacher assistance.	3.2. Classroom teachers, administration, ESOL paraprofessional.	3.2. Summative testing Formative testing Observation	3.2. CELLA Practice writing prompts Classroom assessments

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Student scoring at levels 4, 5, and 6 in math on the FAA will improve by 9%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5 students)	54% (6 students)

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	1.1. Teachers unfamiliar with FAA	1.1. Engage all ESE teachers in data disaggregation to ensure instructional matches assessment.	1.1. Administration and ESE resource teacher.	1.1. Evaluate progress monitoring data	1.1. Progress monitoring instruments/assessments
2	1.2. Lack of focused progress monitoring.	1.2. Develop progress monitoring instruments/assessments to measure student growth	1.2. Administration and ESE resource teacher.		

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Student scoring at levels 7 and above in math on the FAA will improve by 9%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5 students)	54% (6 students)

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	2.1. Teachers unfamiliar with FAA	2.1. Engage all ESE teachers in data disaggregation to ensure instructional matches assessment.	2.1. Administration and ESE resource teacher.	2.1. Evaluate progress monitoring data	2.1. Progress monitoring instruments/assessments
2	2.2. Lack of focused progress monitoring.	2.2. Develop progress monitoring instruments/assessments to measure student growth	2.2. Administration and ESE resource teacher.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Percentage of students making learning gain in math on the FAA will increase by 9%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Indicator not measured. No comparison data.	10% (1 student)

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	2.1. Teachers unfamiliar with FAA	2.1. Engage all ESE teachers in data disaggregation to ensure instructional matches assessment.	2.1. Administration and ESE resource teacher.	2.1. Evaluate progress monitoring data	2.1. Progress monitoring instruments/assessments

High School Mathematics AMO Goals

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%.	Mathematics Goal # 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:	Percentage of students not making progress in Algebra will improve by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:14% Black: 18% Hispanic: 11%	White: 9% Black: 13% Hispanic: 6%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3. B.1. Students lack	3.B.1Curriculum &	3.B.1Classroom	3.B.1Summative Testing	3.B.1SAM online

1	understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math	frequent evaluation will focus on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1	Teacher, Administration		test
2	3. B.2. Teachers presenting material that does not meet a variety of learning styles	3. B.2. Department collaboration in which teachers share ideas/methods of delivery.	3. B.2. Team leader	3. B.2. Observation by Team leader and administration and formative testing.	3. B.2. Common 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3. C.1. Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math	3. C.1. Curriculum & frequent evaluation will focus on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1	3. C.1. Classroom Teacher, Administration	3. C.1. Summative Testing	3. C.1. SAM online 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	

Problem-Solving Process to Increase Student Achievement

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The number of students achieving proficiency (EOC level 3) in mathematics will increase from 38% to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011 EOC data 38% of the students achieved proficiency (EOC level 3).	57% of the students will maintain proficiency (EOC level 3).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math	1.1. Curriculum & frequent evaluation will focus on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1	1.1. Classroom Teacher, Administration	1.1. Summative Testing	1.1. SAM online test
2	1.2 Teachers presenting material that does not meet a variety of learning styles	1.2. Department collaboration in which teachers share ideas/methods of delivery.	1.2.Team leader	1.2 Observation by Team leader and administration and formative testing.	1.2. Common assessments
3	1.3 Lack of student motivation	1.3. Teachers will practice then share the 7 habits of highly successful people	1.3. Teacher and administration	1.3. Use data for change in the number of retained students.	1.3. Data reports.

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:	The number of students achieving above proficiency (Level 4 and 5) on Algebra EOC will increase from 17% to 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011 EOC data17% of the students achieved above proficiency (EOC level 4 and 5).	25% of the students will maintain above proficiency (EOC level 4 and 5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Advanced students have to wait on struggling students to move forward, so are not being challenged.	2.1. Plan for differentiated instruction for advanced students	2.1. Team leader, classroom teacher	2.1. Summative Testing	2.1. SAM online test
2	2.2 Some teachers are new to the subject.	2.2. Peer collaboration with experienced Algebra teachers	2.2. Team leader, Algebra teacher	2.2. Formative testing	2.2. Common assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack depth of skills in applying transformation, solving real-world problems using circumference, arc length, and areas of circles & sectors, making nets for polyhedron, using formulas for area and volume of solids, and	1.1.Curriculum map to ensure that all topics are covered, focusing on these areas.	1.1. Geometry teachers, administration	1.1. Summative test	1.1. Common assessments

	using trig ratios in terms of angles of right triangles.				
2	1.2. Lack of student motivation	1.2. Teachers will practice then share the 7 habits of highly successful people	1.2.Teachers and administrator	1.2. Use data for change in the number of retained students.	1.2.Data reports
3	1.3. Insufficient time to cover all topics before EOC testing.	1.3. Follow schedule of curriculum map, saving topics not on EOC until after the test.	1.3.Geometry teachers, administration	1.3. Observation by Geometry teachers, administration.	1.3. Calendar matched to curriculum.

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Common Assessment	Alg/Geom	Team Leader	Algebra & Geometry teachers	Every Wednesday B Day study hall	View Common Assessments	Team Leader
Data Days	9-12 All	Math team leader and administrator	Algebra & Geometry teachers	Early Release following SAM testing	Test results	Teachers and administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	EOC, Progress Monitoring and Unit Based Assessments	Administration

Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Attendance and discipline trend data	Administration
Exam View	9-12/ALL	Jessica Thayer	Math Teachers	Study Hall	Lesson Plans/ Classroom Observations	Administration
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/Classroom Observations	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive math Supplemental Instruction (Pullouts)	Ultilize retired highly qualified math teachers to provide supplemental instruction for lowest 25%.	District and Migrant	$4,000.00
			Subtotal: $4,000.00
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: $4,000.00

End of Mathematics Goals

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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:	Student receiving a proficient level (EOC Level 3) in Biology EOC will improve by 7% through common planning, and increased frequency of common standards based assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Biology EOC 13% (32 Students)	Biology EOC 20% (40 Students)
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	1.1. Biology teachers and students adjusting to content being taught using digital textbook.	1.1. Science Department Meetings Bi-Monthly to align and concentrate on instructional material ensure the standards	Administration Science Department Head	Department Pacing Guide	Walk through form

2	1.2. Online access to supplement student learning is limited at home	1.2. Extended learning opportunities during the school week and one day on the weekend. That would afford the students the opportunity to have internet access	TutoringTeachers and Administration	Teacher referral and attendance log	Student grades in class
3	1.3. Limited Biology Vocabulary	1.3. Implement FRI Strategies which will increase vocabulary as well as fluency	Science Department Teachers Administration	classroom walkthroughs, data chats.	Walk through forms

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans/ Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/ Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration

		Tealy Williams			
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Lesson Plans/ Classroom Observations	
Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Lesson Plans/ Classroom Observations	

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Percentage of Avon Park High School students achieving Adequate yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011 FCAT data 72% of the students achieved proficiency (Level 4 or higher).	Expected Level: 77% of students achieving proficiency (Level 4.0 or higher).
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

	1A.1. The student's ability to apply convention lessons into real world writing.	1A.1. Students will be given direct grammar instruction and will be assessed for correct convention usage through in class and out of class extended writing exercises.	1A.1. 10th grade classroom teachers	1A.1. Writing software package	1A.1. Analysis of results of writing software package
1					
2	1A.2. The student's ability to write analytically on multiple texts	1A.2. All teachers will integrate analytical writing on both literary and informational texts.	1A.2. Classroom teachers	1A.2. Formative and Summative Assessments.	1A.2. Classroom assessments and writing prompts.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans/ Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/ Classroom Observations	Administration
		Jessica Thayer				

Common Core Training	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Lesson Plans/ Classroom Observations	Administration
Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Lesson Plans/ Classroom Observations	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ultilize computer-scored writing prompts	Write Source computer scored prompts	Grant	$1,700.00
Language arts teachers will attend multiple writing workshops	Professional Development	Grant/ School	$2,000.00
			Subtotal: $3,700.00
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: $3,700.00

End of Writing Goals

U.S. History End-of-Cource (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:	Students scoring a achievement level 3on the first administration of the U.S. History end-of-course exam will be 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	50%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. U.S. History teachers not familiar with using digital textbook	1.1. Conduct bi-monthly professional learning community sessions to enhance teacher proficiency using digital textbook	1.1. Administration, technology resource teacher, and social studies department head	1.1. Teacher feedback and classroom walkthroughs	1.1. Informal Observations
2	1.2. . Limited student access to online textbook after class.	1.2. . Conducted after-school extended learning sessions on Wednesdays and Saturdays	1.2. Classroom Teachers and Supervising Administrators	1.2. . Teachers and administrators will review sign-in sheets and formative assessment results.	1.2. Student formative and summative course grades.

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:	Students scoring a achievement level 4 and 5 on the first administration of the U.S. History end-of-course exam will be 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	20%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. U.S. History teachers not familiar with using digital textbook	2.1. Conduct bi-monthly professional learning community sessions to enhance teacher proficiency using digital textbook	2.1. Administration, technology resource teacher, and social studies department head	2.1. Teacher feedback and classroom walkthroughs	2.1. Informal Observations
2	2.2. Limited student access to online textbook after class	2.2. Conducted after-school extended learning sessions on Wednesdays and Saturdays	2.2. Classroom Teachers and Supervising Administrators	2.2. . Teachers and administrators will review sign-in sheets and formative assessment results	2.2. Student formative and summative course grades

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
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans/ Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration

Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/ Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Lesson Plans/ Classroom Observations	Administration
Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Attendance and discipline data	Administration
Online Textbooks	US History Teachers	Pete Winger Kim Ervin Daryl Layfield	History Teachers	TBD	Lesson Plans/ Classroom Observations	Administration
EOC Specs	US History Teachers	Jessica Thayer Amy Love	History Teachers	TBD	Lesson Plans/ Classroom Observations	Administration

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Adopt e-books that incorporate NGSS and CCS Standards for US History EOC	E-books and online teachers resources	District	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Equip each US History classroom with student workstations to ensure all students can access new e-books.	Upgrade mobile computers labs	District	$33,000.00
			Subtotal: $33,000.00
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: $33,000.00

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:	The expected attendance rate will increase 1.4%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.6%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
362	331
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
104	84
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	1.1. Accuracy of daily attendance reporting.	1.1. Daily review and reporting of attendance data	1.1. . Assistant Principal in charge of SARC and attendance clerk.	1.1. . Review principal viewer and genesis attendance tracking reports	1.1. Genesis reports
2	1.2. Infrequent reinforcement of positive attendance trends	1.2. . Expand current positive behavior support programs to include quarterly recognition for students achieving attendance goals.	1.2. Assistant Principal in charge of SARC and positive behavior support team.	1.2. Review principal viewer and genesis attendance tracking reports	1.2. Genesis reports

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
Data Collect	9-12/ALL	Seth Lambert	Attendance Clerk SARC Committee	Every other week	Attendance List Pulled every 10 days	Seth Lambert
Data Reporting	9-12/ALL	Marcia Davis	SARC Chair Attendance Clerk Director of Students Services	TBD	TBD	TBD
CLT	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members	Monthly	Attendance Reports	Administration
		Tealy				

SACC	9-12/All Subjects	Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
MTSS	9-12/ALL	Sandra Johnson Jessica Thayer	Administration CLT Members Guidance School Physiologist	Bi Monthly	Attendance Reports	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Established additional positive behavioral supports to improve attendance.	Student attendance incentives	School/Community	$500.00
			Subtotal: $500.00
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: $500.00

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:	Reduce total number of in-school and out-school by 15% and reduce total number of students suspended in or out of school by 15%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
866	736
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
282	239
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

316	267
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
116	98

	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	1.1. limited use of positive behavioral supports to reduce code violations	1.1.. Increase use of positive behavioral by establishing quarterly positive behavioral support activities.	1.1. Deans and Assistant Principal responsible for discipline	1.1. Review discipline data to identify students meeting PBS goals.	1.1. PBS participation rates and Genesis discipline reports
2	1.2.. Lack of clear school-wide PBS goals and recognition programs.	1.2. Conduct teacher, parent, and student focus groups to establish school-wide PBS goals	1.2. Administration	1.2.. Review focus group recommendations to determine action plan for 2012/13 school year	1.2. Implementation plan and genesis discipline data.

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
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Data Day October 25, 2012	Administration
CLT 9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members	Monthly	Attendance Reports	Administration
SAC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
MTSS	9-12/ALL	Sandra Johnson Jessica Thayer	Administration CLT Members Guidance School Physiologist	Bi Monthly	Attendance Reports	

Discipline Committee	9-12/All Subjects	Seth Lambert	Discipline Committee	Monthly	Discipline Reports	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Established additional positive behavioral supports to improve behavior	Student PBS incentives	School/Community	$500.00
			Subtotal: $500.00
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: $500.00

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: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Reduce the dropout rate by 3%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.8% (29 students)	1.3% (15 students)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
77%	80%
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the prerequiste reading, math, and science skill need to successfully complete all graduation requirements	Extended learning opportunities during the school week and one day on the weekend to provide needed remediation in core subject areas.	Classroom teachers, Reading Coach, gudiance counselors, and administration	All responsible persons will closely monitor pinnacle gradebook, student academic histories to identify at risk students.	Failing grade reports, FCAT data, teacher/guidance referrals
2	Students lack the necessary credits to meet graduation requirements	enroll students in ed options and florida virtual school course as means to credit recovery.	Gudiance counselors, and administration	Responsible persons will closely monitor pinnacle gradebook, student academic histories to ensure at risk students are enrolled in credit recovery porgrams.	Failing grade reports,student academic histories, ed option and florida virtual progress reports

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
CLT	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members	Monthly	Attendance Reports	Administration
SAC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
MTSS	9-12/ALL	Sandra Johnson Jessica Thayer	Administration CLT Members Guidance School Physiologist	Bi Monthly	Attendance Reports	Administration
Odysseyware	9-12/ALL	Kim Douberly	Amy Love Cedric Bullard Kim Jahna Sandra Johnson	8/24	Weekly	Administration

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

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During school year 11/12 APHS, on average about 600 families at our 2 open houses; 250 people at our academic awards ceremonies; and 700 people for our "Night of Stars' performance arts and academic open house. 12/13 Goal is to increase overall parental involvement by 10%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Average 50% student's parents participated in various school events	Average 60% student's parents participated in various school events

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	1.1. Parents unaware of school events.	1.1. Increase use of various media e.g. Connect Ed and websites to make parents aware of school activities/meetings	1.1. Administration /Webmaster.	1.1 Review Connect Ed reporting system reports and sign-in logs	1.1. Comparison of sign-in sheets and Connect Ed reports.

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
Open House	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	All Teachers	Aug		Administration
		Tealy				

Awards Assembly	9-12/All Subjects	Williams Seth Lambert Sandra Johnson	All Teachers Awards/Rewards Commitee	Quarterly		Administration
SAC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
Night of Stars	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	All Teachers Night of Stars Committee	April		Administration

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:	Increase the number of students enrolled in advance placement math, science, and art courses. Currently advance placement enrollment is 11% (100 students)

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	1.1.. limited number of certified faculty to expand current advance placement offerings.	1.1. Recruitment and training of advance placement teachers in math, science, social students, and fine arts.	1.1. Administration	1.1.. Evaluation of student enrollment and expansion of master schedule.	1.1. Genesis

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
Advance Placement Workshops.	11-12	College Board	Existing and potential AP teachers	10/19/12	Review AP results and instructional changes.	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:	Increase student enrollment in existing career and technical education programs.

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. Lack of awareness	1.1. Conduct CTE	1.1. .	1.1. Monitor enrollment	1.1. Genesis

| 1 | of CTE offerings and certification opportunities. | presentations for student and parent groups. | Administration, Guidance counselors, and CTE teachers. | numbers | |

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

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

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Read Like a Rock Star	Awards and recognition items to promote reading.	Grant and student recognition funds	$500.00
Reading	Intensive Reading Supplemental Instruction (Pullouts)	Ultilize retired reading endorsed teachers to provide supplemental instruction for lowest 25%.	District and Migrant	$4,000.00
Mathematics	Intensive math Supplemental Instruction (Pullouts)	Ultilize retired highly qualified math teachers to provide supplemental instruction for lowest 25%.	District and Migrant	$4,000.00
Writing	Ultilize computer-scored writing prompts	Write Source computer scored prompts	Grant	$1,700.00
Writing	Language arts teachers will attend multiple writing workshops	Professional Development	Grant/ School	$2,000.00
U.S. History	Adopt e-books that incorporate NGSS and CCS Standards for US History EOC	E-books and online teachers resources	District	$0.00
Attendance	Established additional positive behavioral supports to improve attendance.	Student attendance incentives	School/Community	$500.00
Suspension	Established additional positive behavioral supports to improve behavior	Student PBS incentives	School/Community	$500.00
				Subtotal: $13,200.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FastFoward	Computer-based brain-based reading program.	District	$0.00
U.S. History	Equip each US History classroom with student workstations to ensure all students can access new e-books.	Upgrade mobile computers labs	District	$33,000.00
				Subtotal: $33,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $46,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: ◯ Yes ◯ No

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

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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.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will meet monthly to review student achievement data, evaluate instructional effectiveness, and to discuss issues critical to school's success.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Highlands School District AVON PARK HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	65%	69%	35%	202	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	38%	65%			103	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?	39% (NO)	60% (YES)			99	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					404	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Highlands School District AVON PARK HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	69%	80%	23%	211	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%	77%			124	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?	41% (NO)	70% (YES)			111	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					446	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested