

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
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Florida Department of Education
325 West Gaines Street
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School Name: VENICE SENIOR HIGH SCHOOL

District Name: Sarasota

Principal: Jack Turgeon

SAC Chair: Lisa Callaghan

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/22/2012

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)
Principal	Jack Turgeon	BS Exceptional Student Education, MS Exceptional Student Education, EDS Educational Leadership	3	15	NA
Assis Principal	Tricia Allen	BS Secondary Ed Social Studies MS Education Leadership	3	9	NA
Assis Principal	Michael Jennings	Master's Education Leadership, University of South Florida; B.S. Criminal Justice, West Chester University of PA; University of Hawaii	8	8	2009-2010 School Grade- A

97	8.2%(8)	22.7%(22)	40.2%(39)	28.9%(28)	86.6%(84)	0.0%(0)	13.4%(13)	5.2%(5)	8.2%(8)
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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Scott Blubaum	Keith Little	Continuing First year SCIP mentor Program (late hire).	District mentor program with regular meeting dates between mentee and mentor as well as meetings with administration.
Larry Burke	Tim Corlett Eric Heminger	First year teachers paired with reading certified mentor.	District mentor program with regular meeting dates between mentee and mentor as well as meetings with administration.
Shareefa Amari	Jeanette Moore	First year Art teacher paired with art certified mentor	District mentor program with regular meeting dates between mentee and mentor as well as meetings with administration.
Steve Johns	Frank Troxel	First year JROTC instructor paired with chorus teacher. Mentor and Mentee both instruct large classes.	District mentor program with regular meeting dates between mentee and mentor as well as meetings with administration.
LaRay Biziewski	Kelsey Sulinski Faith Nellis	First year English teachers paired with English teacher mentor.	District mentor program with regular meeting dates between mentee and mentor as well as meetings with administration.

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.

The school based RtI Leadership team is comprised of the school guidance counselors, school social worker, school psychologist, School nurse, school attendance worker, school principal, ESE Liaison, ESOL Coordinator and Performance-Based Diploma Coordinator.

Guidance Chair: Provides leadership and allocates resources for the group.

The Guidance Counselors: Provide information about individual students and they are responsible to stay in contact with student families and to set up parent meetings.

Exceptional Student Education (ESE) Teachers and Liaisons: Provide information about ESE students and to help to guide the team when ESE interventions and testing are necessary.

School Nurse: Provides appropriate health information and concerns regarding medical or potential medical issues.

Classroom Teachers: Classroom teachers will provide information to guide instruction and academic interventions for struggling students.

School Psychologist: Provides information about mental health and testing resources available.

School Attendance Worker: Provides information about students who are truant and serves as a liaison between the school and families involved with court issues for non-attendance of school.

School Social Worker: Provides information about resources and support for students and families, acts as a liaison between families and the school, and is available to make home visits as needed.

ESOL Coordinator: Provides information about students whose second language is English, acts as a liaison with ESOL parents, and translates or makes arrangements for translators for parent-teacher conferences as needed.

Performance-Based Diploma Coordinator: Provides information about high-risk students and resources available through PBD.

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

The support team meets once a week to engage in the following activities:

Administrators and Guidance Counselors meet weekly to progress monitor students in their alpha assignment. Special attention is given to students in the bottom quartile and with students who meet at-risk criteria. Attendance, discipline, progress toward graduation, and other data are considered and students are placed on the support team (SWST) agenda. The support team reviews the data and recommends a course of action. Examples would include referral to social agencies, guidance or administrative conference, work with a behavior specialist, IEP reevaluation, parent conferences, and behavioral and/or academic interventions to be completed in the classroom. Data is collected and measured over time. If the student concern does not dissipate, support team may recommend student for a CARE

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?

Input will be gathered from the RTI leadership team.

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.

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR and FOCUS Reading assessments and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Discipline reports are analyzed to determine students in need of further consideration. U.S. History teachers will utilize benchmark testing to progress monitor students who will be taking the EOC this year.

A spreadsheet, combining the above information as well as meeting notes, has been developed for use at the school level.

Describe the plan to train staff on MTSS.

Staff was trained in an overview of the RTI model during the 2010-2011 school year.

Describe the plan to support MTSS.

Training of guidance counselors and administrators by district support staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jack Turgeon- Principal
Tricia Allen- Assistant Principal
Larry Burke- Reading Teacher
LuAnne Frimmel- Language Arts Teacher
Charalise Harris- Science Teacher
Rob Lash- Math Teacher
Gretchen Myers- CTE Teacher
Ann Pinney- Media Specialist
Danielle Tanaka - Assistant Principal

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

The LLT will use Smaller Learning Community monthly meetings to teach one research-based strategy on incorporating literacy skills into the content area to all content area teachers. Each monthly meeting will include staff discussion of the research which guides LLT. The strategies are correlated to the five recommendations from, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices". The recommendations are:

1. Explicit vocabulary instruction
2. Direct and Explicit Comprehension Strategy Instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers

LLT team members will summarize the research of one recommendation at a time and teach the teachers how to use the strategy selected by our team in every content area.

VHS also has a Literacy Council in place. The Literacy Council meets monthly to discuss programming, fundraising, and curriculum connections. The role of the council is to promote literacy and the love of reading throughout all academic areas. In recent years, a school-wide reading selection is made and the author is invited to speak with small and large groups of students and parents over a several day period.

This year our guest author will be a Venice High School teacher who authored the book "How Our Government Really Works, Despite What They Say".

Two additional components are built into our LLT plan this year. First, is our school-wide Morph-Mania Program. Morphemes are provided each week to the entire staff, along with an instructional powerpoint to use in instructing students. Teachers are challenged to participate by pointing out, using and encouraging student use of the school-wide weekly morphemes. Incentives are built in to increase teacher participation.

The second new component involves the math department. Because their content is highly specialized, we have researched literacy strategies that are applicable to math literacy. Monthly instruction will be provided to math department members.

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

Teaching the 5 recommendations from the research and a Peer Modeling/Coaching Model
School-wide use of morphemic awareness.
Research-based math literacy strategies.

See above.

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.

*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.

The LLT is presenting reading strategies each month in SLC meetings. It is the responsibility of all teachers to implement reading strategies in their content area. Administrators will be discussing each teacher's results during their evaluations. A professional development calendar has been created utilizing VHS staff members individual areas of strength. Teachers offer workshops for their peers at VHS on topics such as Text Complexity, Close Reading, and Socratic Seminars for inservice credit. Follow-up sessions are designed to reflect on results of application in the classroom.

*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?

At Venice High School we have the following Small Learning Communities (SLC): Hospitality Education and Leadership, Business Information and Technology, Physical Science and Engineering, Life Science, Visual Arts, and Performing Arts. Each of these SLCs has multiple Career and Technical Education (CTE) course offerings which are directly related to post-secondary careers.

VHS has focused on STEM SLC's this year by grouping Health Science and Engineering students into pure classes across the curriculum. Teachers collaborate to bring application of their subject to the study of the individual SLC's.

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

The Guidance Department at VHS provides specific academic, career, and post-secondary opportunities for all students in both group and individual counseling sessions throughout the school year. Some of the VHS guidance activities are: Student and Parent Orientation- Four Year Plan /Tribe Advisory/ SLC / Career Pathways, Open House, College Night, Rotary Futures Program, School Showcase Night, and AP/DE Night.

Venice High School provides a comprehensive transition plan from middle school to high school through our Cornerstone Transition Program. Starting in 9th grade students are required to develop a four year plan with their guidance counselors. This four-year plan is an ongoing document that students will address each year throughout high school. The four-year plan addresses the following: Academics, SLC, Career Pathways, Internships, CTE certifications, Rotary Futures Program (Scholarship opportunities), and post-secondary goals.

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](#)

PERT? College Readiness Math and English courses

What is High School Feedback Report.

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 27%(234) Level 3,4,5 - 61%(532)	Level 3 - 31% Level 3,4,5 - 65%

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					
3	Several first year teachers will need professional development and mentoring in the area of progress monitoring.	<ol style="list-style-type: none"> The principal and TI Specialists will create a year long technology plan including the scheduling of computer labs. The school will implement the district Instructional Focus Calendar. The school will implement the IFC mini-assessments on each benchmark (FOCUS). The school will implement FAIR assessments to monitor student progress. Include research-based literacy strategies from school-wide LLT Plan in lessons. Continue to implement PLCs by content area with the purpose of working on curriculum, common assessments and monitoring student progress. 	<ul style="list-style-type: none"> The Principal Assistant Principals Department Chairs PLC facilitators Teachers 	<ol style="list-style-type: none"> APs will provide support through the SCIP mentor process for all new teachers. Conduct classroom walk-throughs to ensure teachers are working in alignment with the district IFCs and the LLT Plan Attend department meetings to discuss implementation of mini-assessments and LLT Strategies. Review FAIR reports to ensure teachers are assessing students according to the created schedule. Conduct discussions of CWT results in department meetings. Assistant Principals will monitor minutes of PLCs. 	FAIR and FOCUS Assessment results Minutes from Department Meetings and SLC Meetings CWT Logs Bottom Quartile progress monitoring and results summary

		7. Teachers will use FCAT Explorer and Florida Achieve (FOCUS) strategies to provide students with tools to match their area of deficiency.			
4	School has technology limitations due to being under construction , therefore teachers will have restricted access to computers.	Create year long technology plan, including the use of labs for assessments. Meetings will be conducted weekly.	Principal and Scott Blubaum	Mid year and final Climate Survey	Survey results

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:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 34%(298) Level 3,4,5 - 61%(532)	Level 4,5 - 36% Level 3,4,5- 65%

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. Professional	The Principal	1. PRIDE and classroom	1. Enrollment

2	development on the what, why, how and when of Differentiated Instruction.	Assistant Principals	walk-throughs.	numbers
	2. Professional development focused on Common Core Standards implementation.	Department Chairs	2. Review of data.	2. AP passing rate with 3 and above.
	3. Accelerated curriculum through Honors, Advanced Placement and Dual Enrollment courses.	Guidance	3. Professional development rosters for staff participation in PD topics.	3. Dual Enrollment grade verification reports.
	4. Increased access and encouragement to enroll into more rigorous courses.			4. PERT results
	5. Increased focus on text complexity for all content areas.			

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(476)	65%

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		<p>Creation of Reading Department Chair person to lead reading-specific initiatives.</p> <p>Progress monitoring conferences conducted for every level 1 and 2 students 3 times annually by LA teacher, monitoring FAIR, FOCUS, FCAT, attendance, behavior and grades.</p> <p>All Students performing at Level 1 will be placed in intensive reading intervention classes.</p> <p>The Fusion Model is used to block Language Arts classes combined with Intensive Reading. Teachers have received training in using this model.</p> <p>The school will implement the district Instructional Focus Calendar.</p> <p>The school will implement the IFC mini-assessments on each benchmark.</p> <p>The school will implement FAIR assessments to monitor student progress.</p> <p>Teachers will implement the LLT plan to incorporate literacy skills in every subject.</p> <p>Continue to implement PLCs with the purpose of working on curriculum, common assessments and monitoring student progress.</p> <p>Teachers will use FCAT Explorer and Florida Achieve (FOCUS) strategies to provide students with tools to match their area of deficiency.</p>	<ul style="list-style-type: none"> •The Principal •Assistant Principals •Department Chairs •PLC facilitators •Teachers 	<ol style="list-style-type: none"> 1. Conduct classroom walk-throughs to ensure teachers are working in alignment with the district IFCs. 2. Attend department meetings to discuss implementation of mini-assessments and the new progress monitoring process. Collect information to help teachers problem-solve as we implement this new system. 3. Review FAIR reports to ensure teachers are assessing students according to the created schedule. 4. Conduct classroom walk-throughs to ensure teachers are utilizing higher order thinking and questioning strategies, as well as literacy skills from school-wide plan. 5. Assistant Principals will monitor minutes of PLCs. 	<ol style="list-style-type: none"> 1. Focused walk throughs 2. Printout of mini-assessment results by teacher. 3. Printout of FAIR and FOCUS Assessments 4. PLC Logs 5. Percentage of students making learning gains on the Reading FCAT.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(110)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School has a limited number of reading endorsed and Car-pd certified teachers to service our students.	Hire for LA openings from the pool of Reading endorsed applicants. Create Reading Department Chair person to lead the reading related initiatives. Increase use of volunteers for small group and individual assistance with instruction in the classrooms. Include LLT strategies in all classes. Place newly hired teachers with content area PLCs with the purpose of working on curriculum, common assessments and monitoring student progress. Progress Monitoring of all LQ students using standardized form. Placed two Reading endorsed LA teachers in the Social Studies Department to provide	The Principal Assistant Principals Department Chairs PLC facilitators Teachers	1. Review FAIR reports to ensure teachers are assessing students according to the created schedule. 2. Monitor use of progress monitoring standardized form. 3. Assistant Principals will monitor minutes of PLCs.	1. Classroom Walk through log and focused walk throughs. 2. Printout of mini-assessment results by teacher. 3. PLC logs 4. Percentage of students making learning gains on FCAT Reading

		reading interventions to Level 1 and 2 students.			
2	Beginning teachers in the area of reading need to build a repertoire of teaching and progress monitoring strategies.	<p>Create Reading Department Chair person to lead the reading related initiatives.</p> <p>Include LLT strategies in all classes.</p> <p>Place newly hired teachers with content area PLCs with the purpose of working on curriculum, common assessments and monitoring student progress.</p> <p>Progress Monitoring of all LQ students using standardized form (3x annually).</p> <p>Level 1 and 2 students in intensive reading classes, using the Fusion model.</p> <p>All IR students will be instructed using the IFC calendar and mini assessments, as well as district writing prompts.</p> <p>All Reading teachers will use the Townsend PReSS and FOCUS strategies to provide students with tools to match their area (s) of deficiency.</p> <p>LQ students and their mentor match will be shared with staff.</p> <p>Provide PD on-site and encourage mentees to attend with mentors. Topics are attached.</p>	<p>The Principal</p> <p>Assistant Principals</p> <p>Department Chairs</p> <p>PLC facilitators</p> <p>Teachers</p>	<p>1. Teachers will use a triplicate form, sending one copy home, one to the teacher and one to the following year LA teacher.</p> <p>2. Review FAIR reports to ensure teachers are assessing students according to the created schedule.</p> <p>3. Assistant Principals will monitor minutes of PLCs.</p>	<p>1. Classroom Walk through log and focused walk throughs.</p> <p>2. Printout of mini-assessment results by teacher.</p> <p>3. PLC logs</p> <p>4. Percentage of students making learning gains on FCAT Reading</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	72	75	78	

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.	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent
Reading Goal #5B:	

	non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 64%(479) Black 36% Hispanic 51%(18)	White 71% Black 62% Hispanic 55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low numbers in subgroups create wide variations in proficiency rates, or the lack of available data.	All Students performing at Level 1 and 2 will be placed in intensive reading intervention classes. Teachers will use FCAT Explorer and Florida Achieve (FOCUS) strategies to provide students with tools to match their area of deficiency. Progress Monitoring of all LQ students using standardized triplicate form. Information shared with parents and next year's teacher. Match all LQ students with a staff mentor and share name with all teachers.	The Principal Assistant Principals Department Chairs PLC facilitators • Teachers • BIGS Mentors • Pac Mentors • Media Specialist • Administrative Team • SLC and SLC Trio's	1. Mentors progress monitor LQ student grades, behavior and attendance at least 6x annually. Communication with student and parent each time. 2. Teacher Progress Monitoring of all LQ students using standardized triplicate form. Information shared with parents and next year's teacher. 3. APs review FAIR reports to ensure teachers are assessing students according to the created schedule.	1. Printout of mini-assessment results by teacher. 3. Printout of FAIR and FOCUS Assessments 4. Percentage of students making learning gains on the Reading FCAT. 5. Analysis of progress monitoring 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016- 1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 20%	ELL 43%

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
	Low numbers in subgroups create wide variations in proficiency rates, or the lack of available data.	ESOL Students performing at Level 1 and 2 will be placed in ESOL and/or intensive reading intervention classes. The Fusion Model is used	The Principal Assistant Principals ESOL Teacher PLC	1. Conduct classroom walkthroughs to ensure teacher is working in alignment with the district IFCs and school-wide LLT Plan.	1. Classroom Walk through log and focused walk throughs to monitor use of LLT Strategies. 2. Printout of mini

1		<p>to block Language Arts classes combined with Intensive Reading.</p> <p>The ESOL teacher will implement the district Instructional Focus Calendar and mini-assessments (FAIR and FOCUS).</p> <p>Implement school-wide LLT plan</p> <p>ESOL teacher will attend reading PLCs with the purpose of working on curriculum, common assessments and monitoring student progress.</p> <p>Teacher will use FCAT Explorer and Florida Achieve (FOCUS) strategies to provide students with tools to match their area of deficiency.</p> <p>Progress Monitoring of all LQ students using standardized triplicate form. Information shared with parents and next year's teacher.</p> <p>Match all ESOL LQ students with a staff mentor and share name with all teachers.</p>	<p>facilitators</p> <ul style="list-style-type: none"> • Teachers • BIGS Mentors • Pac Mentors • Media Specialist • Administrative Team • SLC and SLC Trio's 	<p>2. Review FAIR reports to ensure teachers are assessing students according to the created schedule.</p> <p>4. Assistant Principals will monitor minutes of PLCs.</p>	<p>assessment results by teacher.</p> <p>3. Printout of FAIR and FOCUS Assessments</p> <p>4. PLC minutes</p> <p>5. Percentage of students making learning gains on the Reading FCAT.</p>
2					

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>SWD 32%</p>	<p>SWD 39%</p>

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
	Low numbers in	All SWD students performing at Level	Principal	1. Quarterly checks on progress monitoring	Informal accountability

1	subgroups create wide variations in proficiency rates, or the lack of available data.	1 and 2 will be placed in intensive reading intervention classes. Implement school-wide LLT plan Participation in standardized progress monitoring system. All LQ ESE students will be matched with a mentor and will meet at least 6x annually to review attendance, behavior and grades. Communication with student and parents are part of the program.	Assistant Principals Teachers Mentors	system. 2. Quarterly checks with mentors' meetings with mentees.	checks with AP over Reading and LQ.
2					
3	Three new team members were hired to replace ESE teachers over the summer.	All new teachers will be paired with a SCIP mentor. New AP at VHS is taking ESE under her wing to improve areas of need. Support for new teachers is a focus for her. ESE Reading teachers are working closely with our new Reading Department Chair to be in line with our school initiatives. ESE Reading teachers will attend both English and ESE department meetings. All SWD students from our BQ will be placed with a mentor.	Principal Assistant Principals Teachers	Rounding Monthly check ups with APs on progress monitoring system and participation in Literacy Plan. SCIP criteria completion.	SCIP criteria completion PRIDE Informal conversations Student FAIR, FOCUS And FCAT scores

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 FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	63%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Lack of awareness of	Use at-risk spreadsheet	The Principal	1. Spreadsheet of	1. Classroom Walk

1	which students are economically disadvantaged.	with the contributing factors of economics and free and reduced lunches to become aware of needy students. Assistance through back pack food program. Monitor students in weekly admin/counselor meetings and record progress on spreadsheet with follow actions and person responsible. Increase awareness of needy students through an improved use of the MTSS system.	Assistant Principals Counselors Michele Cross	progress monitoring of at-risk students kept by each administrator.	through log and focused walk throughs to monitor use of LLT Strategies. 2. Printout of miniassessment results by teacher. 3. Printout of FAIR and FOCUS Assessments 4. PLC minutes 5. Percentage of students making learning gains on the 2012 Reading FCAT.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards: an overview	9-12 Common Core Subjects	Allen	9-12 CCSS teachers	8-15-12	Monitoring PLC minutes	Allen
The Differentiated School Book Study	Department Chairs and Administration	Turgeon	Department Chairs and Administration	Monthly Department Chair meeting	Monthly discussion	Turgeon
Text Complexity	CCSS teachers-optional	Cocozza	9-12 CCSS teachers	9-4-12 and 9-19-12	follow up session built in after application	Cocozza
Socratic Seminars	9-12	Biziewski	9-12 optional	November 2012	follow up built in after application	Biziewski
Text Dependent Questioning	9-12	Cocozza	9-12 optional	10-2-12 and 10-25-12	follow up session built in after application	Cocozza
Reciprocal Teaching	9-12	Amari	9-12 optional	10-3-12 and 12-5-12	follow up session built in after application	Amari
Literacy Remix Online Book Study	9-12	Burke & Pinney	9-12- optional	3-16-13 through 5-16-13 online	online monitoring	Burke & Pinney
Understanding PRIDE: What are the Look Fors?	9-12	Allen	9-12- optional	11-5-12, 11-12-12, 11-19-12	Formal and informal conversations with their administrator about performance.	Administration
Formative Assessment by Subject Area	9-12	Department Chairs	All	October Department Meeting school-wide	Discuss at monthly meetings	Department Chairs and APs
CIS Model	9-12	Cocozza	All	1-22-13 and 3-29-13 during faculty meeting	follow up built in after application	Turgeon
Text and Lessons for Content Area Reading	9-12	Frimmel & Schmucker	9-12 optional	10-16-12, 11-13-12, 12-11-12	follow up built in after application	Frimmel & Schmucker

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Townsend Press textbooks and online progress monitoring resources for INTensive Reading classes.	Townsend Press textbooks and online progress monitoring resources for INTensive Reading classes.	SIP	\$2,300.00
			Subtotal: \$2,300.00
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: \$2,300.00

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

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:	
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 mathematics. Mathematics 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				

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:	
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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 56%(119) Level 3,4,5 - 65%(137)	Level 3 - 60% Level 3,4,5 - 69%

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					
3	New and young teachers have been added to the department.	Use of IFC and mini assessments. Use of research-based literacy strategies geared towards math. Match teachers to content area PLCs to assist and guide with curriculum, IFCs, use of mini assessments, common assessments and progress monitoring, as well as CCSS.	Principal Assistant Principal Department Chairs PLC facilitators Teachers	CWTs to ensure teachers are using the IFC and mini assessments, as well as the LLT plan. Review mini assessment results. APs monitor PLC minutes	Benchmark test results Minutes from department and PLC meetings CWT logs BQ progress monitoring results
4	N/A	Create a Math lab for students for both before and after school	Principal Department Chair Math teachers	Progress monitoring: Progress Reports and Report Cards	Mini assessments EOC exam

5	N/A	Common Core Training	District Math Specialist	Progress monitoring: Progress Reports and Report Cards	Mini assessments EOC exam
6	N/A	Teachers will create and implement formative assessments utilizing dry erase boards, ActiVotes, ActivExpressions, and TI N-spire.	Principal Assistant Principal Department Chair Math teachers	Progress monitoring: Progress Reports and Report Cards	Mini assessments EOC exam

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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 9%(18) Level 3,4,5 - 65%(137)	Level 4,5 - 13% Level 3,4,5 - 69%

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					
3	New CCSS	Matching all teachers in PLCs with same content area teachers to investigate and begin implementation of CCSS.	Turgeon Robertson	CCSS Departmental Self Evaluation of progress	Informal meetings with staff and Department Chair.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	81	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent
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	non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 63% White 83%	Hispanic 75% White 73% Exceeded AMO Target

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	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
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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	69% Exceeded AMO Target

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 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					
2					

3	New and young teachers have been added to the department.	Use of IFC and mini assessments. Use of research-based literacy strategies geared towards math. Match teachers to content area PLCs to assist and guide with curriculum, common assessments and progress monitoring, as well as CCSS.	Principal Assistant Principal Department Chairs PLC facilitators Teachers	CWTs to ensure teachers are using the IFC and mini assessments, as well as the LLT plan. Review mini assessment results. APs monitor PLC minutes	Benchmark test results Minutes from department and PLC meetings CWT logs BQ progress monitoring results
4	N/A	Create a Math lab for students for both before and after school	Principal Department Chair Math teachers	Progress monitoring: Progress Reports and Report Cards	Mini assessments EOC exam
5	N/A	Common Core Training	Principal District Math Specialist	Progress monitoring: Progress Reports and Report Cards	Mini assessments EOC exam
6	N/A	Teachers will create and implement formative assessments utilizing dry erase boards, ActiVotes, ActivExpressions, and TI N-spire.	Principal Assistant Principal Department Chair Math teachers	Progress monitoring: Progress Reports and Report Cards	Mini assessments EOC exam

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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
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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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
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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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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
Inquirybased instruction training	Algebra and Geometry Teachers		Evie Eddins	8/7/12 to 8/9/12	Classroom Walkthroughs	J. Turgeon
Text Dependent Questioning	9-12	Cocozza	9-12 optional	10-2-12 and 10-25-12	follow up session built in after application	Cocozza
Text Complexity	CCSS teachersoptional	Cocozza	9-12 CCSS teachers	9-4-12 and 9-19-12	follow up session built in after application	Cocozza
Common Core State Standards: an overview	9-12 Common Core Subjects	Allen	9-12 CCSS teachers	8/15/12	Monitoring PLC minutes	Allen

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total- 49% White- 51% Black- NA Hispanic- 43% Low Income- 37 SWD- 26% ELL- NA	Total 53% White- 55% Black- 35% Hispanic- 47% Low Income- 41% SWD- 30% ELL- 35%

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					
3	No Barrier	1. Apply guided inquiry strategies to the NGSSS to meet the various learning styles of students. 2. Attend training to understand and incorporate inquiry-based instruction as it relates to the NGSSS. 3. Incorporating	Mike Jennings	Angel Web progress monitoring for Biology in preparation for EOC exam.	Angel Web progress monitoring records and EOC exam

		Instructional Focus Calendar for Biology and Physical Science.			
4	Lack of student interest in incoming 9th graders taking science courses and loss of skill over summer break.	Summer Bridge classes to encourage continued scientific skill development	Carole Losey	Student surveys	Student Surveys
5	No Barrier	Biology teacher attended TI Inspire training on use of biological probes.	Jennings	Classroom walk throughs and Rounding, as well as informal conversations.	Increased EOC scores

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
Text Dependent Questioning	9-12	Cocozza	9-12 optional	10-2-12 and 10-25-12	follow up session built in after application	Cocozza
Inquiry-based instruction training	9-12 Biology, Physical Science	Brad Porinchak	Biology, Physical Science Teachers	8/7/12 to 8/9/12	Classroom Walkthroughs	Jennings
Common Core State Standards: an overview	9-12 Common Core Subjects	Allen	9-12 CCSS teachers	8-15-12	Monitoring PLC minutes	Allen
Text Complexity	CCSS teachers optional	Cocozza	9-12 CCSS teachers	9-4-12 and 9-19-12	follow up session built in after application	Cocozza

TI Inspire Biology Probe training	Biology	District	Harris- modeling for all Biology teachers	08-2012	Classroom Walkthroughs	Jennings, Compton, Pfundtner and Harris
Continued Inquiry-based instruction training and review and revise IFC	9-12 Biology, Physical Science	Brad Porinchak	Biology, Physical Science Teachers	Oct, Jan and March PD Days	Classroom Walkthroughs follow up discussion after training in Department meeting	Jennings

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%(415)	91%
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	First year teachers will need professional development in writing instruction and scoring.	1. Form PLCs for Writing instruction and scoring. 2. Participate in Writing Workshop so teachers can calibrate scoring with other 9th and 10th grade teachers in the Language Arts Department. 3. Teachers will maintain student writing folders to track individual progress.	Principal Assistant Principals English Dept. Chair Teachers	1. Essay portfolio and review 2. Evaluation of writing folders	1. Monitoring of PLC logs 2. District writing prompt results 3. Effectiveness assessed using writing rubric on district writing prompts and FCAT
2					

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(229)	53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are several beginning teachers in our LA and Reading and ESE classes.	Form PLCs with Reading teachers and Reading Chair to get the support they need.	Allen, Burke and Patterson	FAIR and FOCUS scores	Progress monitoring FAIR and FOCUS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
English District-wide Training on FCAT Writing	9 & 10	Brustad	9th and 10th grade teachers	10-9 and 10-10-12, as well as 1-15 and 1-16-13.	Formal and informal discussions between teachers and their administrators.	Administration
CCSS	9-12 CCSS subject areas	Allen	9-12 All	8-15-12	Discussions of progress in PLCs.	Administration

Writing Budget:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History.					
U.S. History Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1					
2					

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	<p>ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p>ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease .</p> <p>ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.4% (1932/2047)	96.4%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1004	922
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1. Teacher phone calls for excessive tardies/absences 2. Use of Connect-Ed to notify parents of absences 3. Administrators and counselors will meet weekly regarding students with excessive absences and refer them to SWST and CARE and social workers when appropriate. 4. FTE registrar prints weekly attendance reports and identifies attendance issues. Assistant principals follow-up and meet with individual students to address issues. 5. FTE registrar monitors and reports attendance for driver's state law regarding license revocation.	1. Teachers, attendance clerks and Assistant Principals 2. Attendance Clerk and Administrators 3. Guidance counselors and administrators. 4. FTE registrar	1. Ongoing phone calls, Analysis of attendance data 2. Analysis of attendance rate reports 3. Weekly administrator and counselor pair meetings with action steps assigned to members for each child of concern. 4. District attendance worker collaborating with school personnel to ensure fidelity of process.	Attendance rate data Attendance reports and KIPER reports Attendance rate 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
Technology in the New School (focused on using Crosspoint to communicate with parents)	9-12	Tanaka and Gambo	all	8-16-12	Pride discussions	APs

Attendance Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
285		183			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
175		165			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
129		119			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
107		97			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1		Review records of repeat offenders and create a plan to decrease referrals	Administrators Behavior Specialist ESE Liaisons	Admin and counselor spreadsheets for at-risk students and school actions leading to SWST and CARE	Spreadsheet
2		Enhance Renaissance program, continue Community of Caring program with incentives for academic achievement and positive behaviors .	Administrators Guidance Behavior Specialist ESE Liaisons	Comparison of student achievement and behavior data	Spreadsheet
3	Lack of data regarding number of events for ISS and OSS	Run the ISS and OSS report at the end of the year	Administrators	Comparison of available data for 10/11 and 11/12.	Comparison of profile tool for SIP

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						

Suspension Budget:

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

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:

<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>Dropout Goal For the School year 2012-2013, there will be a reduction in the percent of students who dropout of school. If the current dropout rate is 2.5 or higher, there will be a .4 percent reduction. If the current dropout rate is less than 2.5, there will be a .2 percent reduction.</p> <p>Graduation Goal For the school year 2012-2013, the percentage of students graduating from high school will increase. If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase for all subgroups. If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.</p>
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2012 Current Dropout Rate:	2013 Expected Dropout Rate:
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1.9% (37)	1.7%
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2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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0	0
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students need alternative learning opportunities	<ol style="list-style-type: none"> APEX software continued implementation Virtual School options- Florida Virtual School, Sarasota Virtual Academy 	Administrators PBD Teachers and support staff Guidance Counselors	Record of completion in each of the programs listed	Report cards Drop out rate
	Funding for Drop Out Prevention Resources	<ol style="list-style-type: none"> Teacher/guidance counselor phone contact with parents and follow-up parental conferences if needed. Admin/Counselor pair meetings, SWST/CARE, RTI meetings to review student issues. PBD for students who are falling behind in credits and below GPA. Adult night-school classes available on campus for 	Administrators PBD Teachers and support staff Guidance Counselors Parents	Record of PBD or adult night school completion Mentoring records Admin and Counselor Spreadsheets	Report Cards and progress reports

2	credit retrieval.	5. Drop-out prevention manager working with guidance counselors and teachers to identify at-risk students. 6. BIGS mentoring program 7. Decisions to Win mentoring program for PBD students. 8. Increase parental awareness and involvement in progress monitoring through the use of the Crosspointe student management system			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Dropout Prevention Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Begin monitoring parent involvement in SPIN night, open house, college night, AP/DE night, guest speakers, and other school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
140 Pals volunteers	50% parent involvement

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	Progress monitoring of parental involvement.	1. Collect sign in sheets from open house. Sign in system for SPIN night, AP/De night, college night, and other parent informational class meetings. 2. The use of Crosspointe reports to verify parental access to the student management system.	Administration Support Staff Rotary Futures College Resource Center SLC Leaders	Progress monitoring of data collection. Ratio of parental involvement to student population.	Separate sign in systems per event. Crosspointe reports
2	Communication	1. Increase parental communication/awareness of email capability of Crosspointe Student Management System. 2. Increase teacher utilization of Crosspointe Student Management System to communicate with parents and detail issues related to attendance, assessments, and student progress.	Administration Teachers SLC Leaders Support Staff	Monitoring enrollment and use of Crosspointe System	Crosspointe reports
3		Increase opportunities for parents to become involved through volunteering. Advertise opportunities in Pathfinder, on marquees	Allen	PALs roster	PALs roster

		and in newspaper.			
		Hold volunteer orientation.			

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Increased Inquiry-based teaching by STEM teachers.
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	Need to increase training on Inquiry-Based Teaching.	Provide summer training for physical science and biology, algebra and geometry teachers whose students will take the EOC at the end of the year.	M. Jennings	Classroom walkthroughs Department Meetings PLC group discussions	EOC results

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						

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 the industry certification pass-rate for all CTE classes. 200 certifications earned. 61 failures to earn certification. 77% pass rate of all exams taken.

Goal to increase to 81%.

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	Amount of information to be taught and tested to align with CTE industry exam testing windows.	Align classroom instruction to CTE industry certification exam requirements.	M. Jennings	Pass rate of CTE exams	CTE Industry-certification exams
2	Updated software requiring teacher training.	Providing teachers with certification opportunities. Matching teachers in PLCs to work together on this.	Melissa Morrow	Earned certifications	Earned certifications

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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)

Goal:

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

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

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

Budget:

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

End of Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Townsend Press textbooks and online progress monitoring resources for INTensive Reading classes.	Townsend Press textbooks and online progress monitoring resources for INTensive Reading classes.	SIP	\$2,300.00
				Subtotal: \$2,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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: \$2,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Sarasota School District VENICE SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	87%	89%	52%	286	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	58%	77%			135	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?	51% (YES)	66% (YES)			117	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					548	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sarasota School District VENICE SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	86%	92%	48%	287	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	58%	78%			136	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?	47% (NO)	67% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					547	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested