

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: IMMOKALEE HIGH SCHOOL

District Name: Collier

Principal: Dr. Mary A. Murray

SAC Chair: Irma Gonzalez

Superintendent: Dr. Kamela Patton

Date of School Board Approval:

Last Modified on: 9/18/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	John Lambcke	Bachelors of Science: Physical Education Masters in Educational Leadership	7	7	Mr. Lambcke came to Immokalee High School as Dean of Students. In October 2008 he became the Assistant Principal of Attendance and Discipline. Under his leadership, we have implemented PBS and the use of student badges. He was the first high school APD to use the problem solving process and follow through with interventions. He reviews subsequent data to determine the success of the interventions. The result has been a higher attendance rate (95%), and a declining discipline rate. Having more students in the classroom (as opposed to suspended or in ISS) allowed for effective instruction. As a consequence, Immokalee High School met 79% of the AYP criteria. An increase over previous years.
		Bachelors of Science: Exceptional Student Education			Mrs. Washington came to Immokalee High School as an Intern and became an ESE Teacher at the end of the internship. Mrs. Washington has been an integral part of

Assis Principal	Rhoderica Washington, Dean of Students	<p>Masters of Arts Christian Leadership</p> <p>Masters of Science: Educational Leadership</p> <p>Certification: Educational Leadership ESE</p> <p>Endorsements: Reading ESOL/ELL</p>	8	2	<p>the exceptional education team that improved success with the exceptional education inclusion population and the self-contained (V.E) population at Immokalee High School. She has taught in an inclusive setting in a variety of high school content areas and has worked with teachers to help differentiate instruction based on data and student needs. While at Immokalee High School, Mrs. Washington has served in many capacities including grade level advising, assistant to the Activities Coordinator, Peer Mentoring, contact between Ministerial Association and IHS as well as PBS coach during the 2009-2010 school year. Under her leadership, Immokalee High School became a "Bronze" PBS model school. This was the first time the school received model school status.</p>
Assis Principal	Jimmy Camp	<p>Bachelors of Arts: Political Science</p> <p>Masters of Science in Education: Special Education</p> <p>Speciast of Education: Education Administration and Policy</p> <p>Certification: Educational Leadership ESE Social Studies</p>	1	5	<p>Mr. Camp has served at-risk students and their families for the past 30 years in both the public and private sectors. In addition to teaching in general and special education classrooms, he has lead substance abuse treatment programs for teenagers, residential and vocational programs serving persons with intellectual disabilities, DJJ programs for at-risk females, and advocated as a case manager for persons with disabilities living in various Florida counties. At the Ann Storck Center in Ft. Lauderdale, the vocational training program under his leadership sought and was awarded full accreditation by CARF on its first attempt.</p> <p>During his tenure in Collier County, Mr. Camp has served as a classroom teacher, an ESE Specialist, and most recently as Dean of Curriculum and Instruction at the District's two largest high schools .In addition to his assigned duties, Mr. Camp has authored or co-authored grants to improve school performance in the Immokalee community. These grants focused on raising student achievement through comprehensive school reform and after school programming which resulted in positive outcomes for students and the community.</p> <p>At Palmetto Ridge High School, Mr. Camp lead the Advanced Studies PLC which yielded an increase in the number of minority students participating in Advanced Studies classes, an increase in the number of students receiving a score of 3 or higher on AP exams, the largest number of students receiving the Advanced Studies Laureate Diploma (the District's most rigorous program of study) in the school's history, and the naming of the school's first National Merit Semi-finalist. Mr. Camp also coordinated the establishment of the AICE program which increased the number of Advanced Studies courses available to students.</p>
Principal	Dr. Mary Murray	<p>Bachelors of Music Education</p> <p>Masters of Science: Educational Administration</p> <p>Specialist of Education: Educational Leadership</p> <p>Doctor of Philosophy: Educational Leadership</p> <p>Florida Certification:</p>	2	13	<p>Dr. Murray has served as the principal of a Title I middle school for 4 years, a Title I high school for 1 year, a large comprehensive high school for 2 years, and a 7-12 building for 3 years. In each of these settings, she has shown a record of increasing student achievement.</p> <p>At Lincolnwood Jr/Sr High School (Illinois), Dr. Murray eliminated the drop out rate, posted a 100% graduation rate for 2 years, posted a 91% placement in post secondary training/education for the class of 2000, and increased ACT performance by over 3 full points in 2 years. SY01-03</p> <p>At Golden Gate Middle School (Title I, CCPS), Dr. Murray raised the school grade from a "C" to an "A", was recognized by the State of Florida as a "Turnaround Principal", and was recognized by the NAACP as ranking among the Top 10 in closing the achievement gap among African-American students. SY 06-09</p>

Principal  
Educational  
Leadership  
Music K-12

At Palmetto Ridge High School (CCPS), Dr. Murray raised the school grade from a "C" to a "B", increased the point value of the school grade to the "A" range, lead the district in decreasing the drop out rate, increased the AYP percentage from 79% to 92%, and increased graduation rate by 7%. SY10-11

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Mathematics	Lisa Souza	Bachelors Degree: Business Management  Masters of Science in Educational Leadership  Certification: Elementary 1-6 Math 5-9 Business 6-12  Endorsements: ELL  National Board Certified-Middle child generalist	6	6	As a classroom teacher, Ms. Souza's strength has always been Mathematics. She developed a booklet students used to take home that had step by step directions for each operation taught at 5th grade. It became so popular, parents would return to us from middle school to request a copy. Mrs. Souza led her team in gain scores and students scoring at level 3 and above.  As a department head and teacher at a Title I elementary school, Mrs. Souza conducted progress monitoring meetings with teachers. The Title I school went from a 'D' to a 'B' and then an 'A'.
Reading Coach	Darlene Zagorites	Bachelors of Science: Elementary Education/ Math  Masters in Education: Reading/Language Arts  Certification: English 5-9 Reading K-12  Endorsed: ESOL/ELL	6	2	This is Mrs. Zagorites first assignment as a reading coach. However, she has extensive experience, 13 years, in Immokalee both at the elementary and secondary level. Additionally, she has served 3.5 years in alternative schools, specifically the PACE Center for Girls in Immokalee where she was the Academic Coordinator.  Prior to becoming the reading coach this year, Mrs. Zagorites was the 9th grade co-team leader, head of the intensive 9th grade team, and a master teacher mentor for 4 new teachers.
Literacy Coach	Katie Sandlin	Bachelors Degree: English  Masters Educational Leadership  Certification: English 6-12  Endorsements: ELL Reading	5.5	3	Mrs. Sandlin has helped IHS pilot the Lesson Study format as well as offered Staff development in StudentPass, Differentiated Instruction, and using technology in the classroom.  As the gifted teacher at a Title I elementary school, Mrs. Sandlin was charged with ensuring that each of her students scoring at above proficiency levels on FCAT. She undertook re-writing the curriculum for a combined 3rd-5th grade Gifted classroom and also met the individual needs as outlined on students' Educational Plans. Carefully monitoring their progress, Mrs. Sandlin's students achieved the goal and the Title I school went from a 'D' to a 'B' and then an 'A'.  As a high school classroom teacher she was a part of the 10th grade English team that experienced phenomenal gains in writing scores.
		Bachelors Degree:			This is Ms. Carey's second year as a Science coach. Ms. Carey has extensive

Science Coach	Margaret Carey	Secondary Education/Science  Masters: Secondary Education  Certification: Biology 6-12 Chemistry 6-12 Gen. Sci. 5-9  Endorsements: ELL Gifted Education	6	2	experience teaching in the inner city of Baltimore, Maryland having taught there for 32 years before coming to Immokalee High School 6 years ago.  With an extensive background in technology integration, Ms. Carey is a leader in integrating technology in her classroom to engage students and differentiate her instruction so that students can use their strengths to learn. Ms. Carey has shared her expertise with others by presenting workshops and has served as a mentor to new teachers throughout her career.
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## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Teacher Recruitment - District recruits, takes on-line applications and approves teachers for interviews.  - School-based recruitment strategies include opportunities to participate in paid Inquiry project through the Lastinger Center/University of Florida, opportunities for additional pay through after-school tutoring programs/grants, and great support through availability of Instructional Coaches, mentors, and a New Team Member support PLC	District	Ongoing	
2	2. Teacher Retention - Every beginning teacher is assigned a mentor. mentors/mentees are paired based on subject area, area of expertise, or grade level	Principal APC Instructional Coaches Department Chairs Mentors	Ongoing	
3	3. Teacher Retention -Principal conducts routine meetings with new teachers to insure they have all they need to provide excellent instruction and they are finding their place among the Immokalee High School family.  -New teacher surveys are conducted to allow an opportunity for teachers to respond openly to questions about resources, assistance, and support.	Principal APC Instructional Coaches Department Chairs Mentors	Ongoing	
4	4. Teacher Retention - APC and Instructional Coaches facilitate a monthly New Team Member Professional Learning Community designed to provide new teacher specific staff development.	Principal APC Instructional Coaches Department Chairs Mentors	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% [0] - less than effective rating 0% [0] - out of field, content area unknown - out of field, endorsement areas	Any teacher that is out of field is counseled into the appropriate coursework to rectify the issue. These courses are primarily to support endorsements in Reading, ELL, and/or Gifted.

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
93	6.5%(6)	65.6%(61)	20.4%(19)	7.5%(7)	30.1%(28)	100.0%(93)	23.7%(22)	2.2%(2)	33.3%(31)

### 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
Katie Sandlin	William Ziff-Levine	Instructional Coach in Area of Assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
Darlene Zagorites	Misty Foster	Instructional Coach in Area of Assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
Shana Secory	Kathleen Wile	Master Teacher in common area of assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
Tim Kepple	Carol Hernandez	Master Teacher in common area of assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
Shanna Merritt	Eric Mazurkiqitz	Master Teacher in common area of assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
Steve Becker	Soterland Deceus	Master Teacher in common area of assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
James Dixon	Michelson Arsythl	Master Teacher in common area of assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.

Nick Hodge	Staci Fisher	Master Teacher in common area of assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.
Peggy Carey	Nathaniel Benson	Instructional Coach in Area of Assignment	A complete new teacher program has been developed for our New Teacher PLC. It will include but not be limited to: orientation, instructional staff development, discussion roundtables, IHS specific trainings, etc.

## 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 A

- The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, the K-12 Comprehensive Reading Plan and District Collaborative Planning process. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:
- Title I Parts A, C, D, and School Improvement (1003a and 1003g), Title II Part A and Title III are managed out of the same Federal and State Grants and English Language Learner Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.
- Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.
- Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical Education.
- LEA, Title I Basic, Title I Migrant, Title X coordinate services to assist homeless parents of homeless children, and shelters representing the homeless children to resolve problems concerning registration and educational services at Title I schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.
- Title I and District joint funding of the Homeless Liaison staff position and use of additional Title I Part A funds to provide after school tutorials for homeless students in non-Title I schools.
- Title I Part A, Title II Part A and RTTT fund exam reimbursements to ensure staff meet HQT Requirements.
- Title I Part A funds used in collaboration with Title I SIG 1003g, Title II Part A and Reading to fund Academic Coaches at Elementary, Middle and High schools, depending on school DA status and professional learning needs of school faculty.
- As applicable, depending on school:
- District Resource Team meetings will provide forum for coordination and integration of resources to support unique needs of school sites.

#### Title I, Part C- Migrant

##### Title I, Part C- Migrant

- Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources in form of supplemental resource teachers, counselors, paraprofessionals, tutors.
- Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized professional learning that ensures students receive high quality, differentiated instruction.
- Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.
- Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

#### Title I, Part D

## Title II

### Title II

- Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified
- Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.
- Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.
- Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:
  - o Individual schools conduct annual staff development surveys to determine staff development needs. A district comprehensive Staff Development Plan and consolidated planning coordinates all available district resources.
  - o Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I Plan and comprehensive needs assessment.
  - o Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.
  - o The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.
  - o Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.
  - o The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

## Title III

### Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups:

Group 1 presented the following challenges:

- 1) Lack of previous education or limited education,
- 2) Lack of literacy in heritage language
- 3) Lack of academic skills in ELLs' heritage language,
- 4) Lack of consistency in attending school in home country and/or in the United States, and
- 5) Lack of parental support in the home.

Group 2 presented the following challenges:

- 1) Uninterrupted education.
- 2) Average literacy in heritage language.
- 3) Less than average academic proficiency in heritage language.
- 4) Consistency in attending school, and
- 5) Some parental support in the home.

(See District School Improvement Plan for English Language Learners.)

## Title X- Homeless

### Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

## Supplemental Academic Instruction (SAI)

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## Violence Prevention Programs

## Nutrition Programs

Nutrition Programs: The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The NSLP Fresh Fruit and Vegetable program is being offered in twelve elementary schools. We are continuing to institute the OrganWise program through the University of Florida in qualifying elementary schools.

## Housing Programs

### Housing Programs - NA

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

## Head Start

Head Start: The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

## Adult Education

## Career and Technical Education

### Career and Technical Education

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.

### Career and Technical Education

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

## Job Training

### Job Training

Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-Paid opportunities are offered as Executive Internships. Students may also enroll for the Volunteer class which is offered in many school locations.

In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

## Other



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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Mary A. Murray, Principal  
John Lambcke, Ast. Principal – Attendance/Discipline  
Jimmy Camp, Ast. Principal – Curriculum and Instruction  
Rhoderica Washington- Dean of Students  
April Goodnight – Intervention Specialist  
Darlene Zagorites – Reading Coach  
Lisa Souza – Math Coach  
Katie Sandlin – Literacy Coach  
Audrey Moss – Guidance Counselor  
Charles Brown – Head of Guidance  
Joe Lee Gallegos – Migrant Center Lead Teacher, After school program coordinator

Principal and Assistant Principals: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance counselors: Initiate parent conference, facilitate process, keep all stakeholders informed.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once per month to engage in the following activities: Review formative data and utilize this in making instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team will coordinate with other teams (PBS, Leadership, PLCs, etc) throughout the building to assist with attainment of

school wide goals. Additionally, the RtI leadership team will seek the assistance of the DA RtI Specialist to provide support to our implementation.

Ultimately, the school-based RtI Leadership Team will meet as a unit to evaluate and revise the RtI Action Plan and it's effectiveness. Then, the members of the RtI leadership team will disburse into their respective teams, PLCs, data teams, etc and provide support to those organizations in reaching the RtI goals.

The primary focus of our RtI efforts this year is improving core instruction and the resultant student achievement level. Given the reading data in particular, we are focusing our attention upon careful intervention (through Tier I) to address the core, as would be expected anytime the performance level is below 80%.

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?

Federal, state, and local services and programs will provide human and fiscal resources in the RtI implementation plan. Federal support comes through the allocation of fiscal resources from entitlement grants, such as Title I, II and III, and IDEA. State support, IDEA and Title I will provide instructional materials for core and supplemental instruction, as well as training provided by FLDOE and USF to support the district and school RtI implementation plans.

Local and IDEA support is providing a district RtI/PBS coordinator who will meet regularly with building level RtI teams and coordinators to ensure strong implementation of RtI. Additionally, the district will provide an Intervention Specialist to each building to provide ESE and RtI services and assistance.

School teams meet in data teams as professional learning communities. During these meetings teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This Tier 1 data will be used during data team meetings to follow the rate of student progress over time. Teachers share results and best practices.

FCAT and FAA eligible students with disabilities: the Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data.

#### 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.

Federal, state, and local services and programs will provide human and fiscal resources in the RtI implementation plan. Federal support comes through the allocation of fiscal resources from entitlement grants, such as Title I, II and III, and IDEA. State support, IDEA and Title I will provide instructional materials for core and supplemental instruction, as well as training provided by FLDOE and USF to support the district and school RtI implementation plans.

Local and IDEA support is providing a district RtI/PBS coordinator who will meet regularly with building level RtI teams and coordinators to ensure strong implementation of RtI. Additionally, the district will provide an Intervention Specialist to each building to provide ESE and RtI services and assistance.

School teams meet in data teams as professional learning communities. During these meetings teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This Tier 1 data will be used during data team meetings to follow the rate of student progress over time. Teachers share results and best practices.

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

Ongoing staff developed is provided, led by District and IHS staff. To provide further reaching support at the school building

level, a School-Based RtI Coordinator and a PBS Coach have been designated for every school. The role of the School-Based RtI Coordinator is to oversee the problem solving process, ensure the integrity and consistency of implementation of the process, and facilitate the RtI Team Meetings.

Professional development was provided to teachers during pre-school in-service days (August, 2009) by Rebecca Sarlo, DOE. Two additional sessions took place in October:

(1) RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI and (2) RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions. The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

(2) The district training has incorporated a multi-tiered approach to staff development in the area of RtI. To facilitate training, a group of Professional Learning Community (PLC) team leaders and key leadership personnel from each school (K-12) completed an intensive 4 day training on RtI principles and consensus building. The PLC team leaders and key leadership personnel are charged with the responsibility to move RtI practices forward at the school level. Follow-up training will occur under the guidance of the District Coordinator of RtI/PBS through monthly on site walk throughs, problem-solving meetings, and PLC meetings. In addition, the District Coordinator of RtI/PBS will provide monthly follow-up trainings with School-Based RtI Coordinators. Teachers meet with PLCs twice a month to discuss RtI implementation at their grade level. Finally, mini workshops on RtI-related topics, such as differentiating instruction, data analysis, and specific intervention training are available through district personnel throughout the school year upon the request of a school administrator. In addition to district face-to-face training, a variety of online tools are available for use in the schools. ANGEL is being used as an online facilitator for RtI related documents, video clips, training materials and power points, research links, intervention tools, and has a district Problem Solving/Response to Intervention manual. In addition, the district has required all instructional personnel (PK-12) to complete RtI training within the next two years using the Direct Steps online training tool. Each staff member is required to complete 3 courses.

(3) The PLC teams will continue to monitor progress for all students throughout the year, through the use of the Data Warehouse resources.

Describe the plan to support MTSS.

A RtI and PBS PLC has been created and meets monthly to monitor and support the implementation of MTSS. Additionally, instructional coaches and administration meet and work with teachers to insure that intervention strategies are implemented, progress monitored, and evaluated for effectiveness.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Members of the Literacy Leadership Team are:

Dr. Mary A. Murray, Principal  
Jimmy Camp, Assistant Principal of Curriculum and Instruction  
Darlene Zagorites, Reading Coach  
Katie Sandlin, Literacy Coach  
Lisa Souza, Math Coach  
Peggy Carey, Science Coach

FAA eligible students with disabilities: The LLT will provide opportunities to extend the six components of reading in differentiated literacy centers for the Unique Learning System's monthly thematic instructional unit. Literacy materials will be made accessible, not only for physical manipulation, but by adding pictures and objects along with print, or by modifying the cognitive demands of text content.

April Goodnight, ESE/RTI Specialist

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

The LLT will conduct a needs assessment and analysis of the school data for all students taking the FAA in order to make decisions on how to implement the delivery of instruction to target the unique needs of students. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies based on instructional

targets in daily lesson and the student profile and checkpoint comparison. The team will meet on a monthly basis to monitor progress of all students scoring a Level 1, 2, and 3 on the FAA in the areas of math, reading, writing, or science, and, use the data from district and classroom assessments to determine mastery of access points for each student's level of academic functioning. The use of differentiated instructional delivery strategies will also be evident within the teacher's lesson plans, as well as, throughout professional learning. Based on all information gathered above, the LLT will determine the professional learning and resources needed to optimize instructional and intervention supports to improve instruction in the modified curricula classrooms.

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

The district Reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/14/2012)

## \*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.

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

## \*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.

Authentic and content specific literacy is the responsibility of all teachers. Although not every teacher is a reading teacher per se, all teachers are indeed comprehension teachers who convey information to their students via the written word. In the effort to support literacy across disciplines, all secondary content area teachers in Collier County Public Schools teach the

literacy standards of the Common Core State Standards and utilize Collaborative Comprehension Strategies that guide students in pre-reading, comprehension monitoring, and summative question generating when encountering text. In addition, CCPS offers NGCAR-PD courses in order to build teachers' capacity to provide scaffolded literacy instruction to striving readers. As a result of classroom walkthroughs and observations, the LLT will ensure teachers of students taking the Florida Alternate Assessment are utilizing general guidelines for literacy instruction: (1) recognizing the link between communication and literacy; (2) maintaining high expectations for students to acquire literacy; (3) making literacy materials and activities accessible; (4) following the interest of the child; and (5) engaging the student in direct and systematic instruction.

### \*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?

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

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?

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student. Intervention Support Specialists will assist teachers in using the UNIQUE Transition Curriculum and the Attainment: Life Skills to Academics Lessons for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

### 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](#)

Planning for postsecondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment and AP courses while in high school
- Increase the availability of college dual enrollment courses
- Increasing articulation agreements between Collier County and appropriate post secondary schools

- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as CPT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on postsecondary options
- Focus on FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of technical school dual enrollment as stepping stone to other postsecondary programs
- Increased focus on career academies that lead to college enrollment such as Engineering Academy, Teacher Education Academy, Early Childhood Education Programs, Allied Health Science, and Criminal Justice
- Encourage students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance

IEP teams will implement with fidelity the UNIQUE Transition Curriculum and the Attainment: Aligning Life Skills to Academics Programs as a supplement to support life skill lessons aligned with math, science/health, social studies, and language.

## 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:	Students achieving proficiency in reading as measured by FCAT reading will increase to at least 20 (151)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14 (96)%	20 (151)%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically

					updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback



				be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	Students achieving proficiency in reading as measured by FAA will remain at 25 (1)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the Unique curriculum, test item specifications of the FAA, and the instructional implications of their implementation.	INSS will provide professional development in FAA and Unique Curriculum.	-All MC teachers -INSS -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by INSS and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback

				improvements in effectiveness of instruction.	
2	Teachers lack a thorough understanding of Unique Curriculum and the instructional implications of their implementation	Data teams and PLCs will work in concert with the INSS to unpack the Unique Curriculum and FAA test specifications utilizing existing established systems	-All MC teachers -INSS -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All MC teachers -All INSS -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	Students achieving above proficiency as measured by FCAT reading will increase to at least 15% (114).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (91)	15% (114)

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
	Teachers lack a thorough understanding of the	Instructional coaches and administrative	-All teachers -All instructional	-Periodic instructional staff surveys will be	-CTEM teacher evaluation

1	CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	personnel will provide professional development in CCSS.	coaches -Principal -Ast Principal of C & I	utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results

4		accountable for implementing professional learnings.		assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	- Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:</p>	<p>Students achieving above proficiency in reading as measured by FAA will increase to 25 (1)%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>0% (0)</p>	<p>25% (1)</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
1	Teachers lack a thorough understanding of the Unique curriculum, test item specifications of the FAA, and the instructional implications of their implementation.	INSS will provide professional development in FAA and Unique Curriculum.	<ul style="list-style-type: none"> <li>-All MC teachers</li> <li>-INSS</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Periodic instructional staff surveys will be utilized to determine level of understanding.</li> <li>-Data teams will be attended by INSS and administration to observe, intervene when necessary, and provide support to "unpacking" processes.</li> <li>-Products of sessions will be reviewed for progress and feedback.</li> <li>-Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> </ul>
2	Teachers lack a thorough understanding of Unique Curriculum and the instructional implications of their implementation	Data teams and PLCs will work in concert with the INSS to unpack the Unique Curriculum and FAA test specifications utilizing existing established systems	<ul style="list-style-type: none"> <li>-All MC teachers</li> <li>-INSS</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Periodic instructional staff surveys will be utilized to determine level of understanding.</li> <li>-Data teams will be attended by INSS and administration to observe, intervene when necessary, and provide support to "unpacking" processes.</li> <li>-Products of sessions will be reviewed for progress and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	<ul style="list-style-type: none"> <li>-All MC teachers</li> <li>-INSS</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</li> <li>-Observation data will be compared to lesson plans to determine if the</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative</li> </ul>

3	driven by data and do not address individual student needs.		planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	assessment results - Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students achieving learning gains as measured by FCAT reading will increase to 61% (440).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (381)	61% (440)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in

				and feedback.	classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently,	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be	-CTEM teacher evaluation -Teacher observations -Data Team observations

6	instruction, interventions and enrichment are not driven by data and do not address individual student needs.			compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	Students making learning gains in reading as measured by FAA will increase to 25 (1)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers lack a thorough understanding of the Unique curriculum, test item specifications of the FAA, and the instructional implications of their implementation.	INSS will provide professional development in FAA and Unique Curriculum.	-All MC teachers -INSS -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by INSS and administration to observe, intervene when necessary, and provide support to	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results



1				<ul style="list-style-type: none"> <li>"unpacking" processes.</li> <li>-Products of sessions will be reviewed for progress and feedback.</li> <li>-Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Staff development feedback</li> </ul>
2	Teachers lack a thorough understanding of Unique Curriculum and the instructional implications of their implementation	Data teams and PLCs will work in concert with the INSS to unpack the Unique Curriculum and FAA test specifications utilizing existing established systems	<ul style="list-style-type: none"> <li>-All MC teachers</li> <li>-INSS</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Periodic instructional staff surveys will be utilized to determine level of understanding.</li> <li>-Data teams will be attended by INSS and administration to observe, intervene when necessary, and provide support to "unpacking" processes.</li> <li>-Products of sessions will be reviewed for progress and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
3	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	<ul style="list-style-type: none"> <li>-All MC teachers</li> <li>-INSS</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans will be reviewed by INSS with feedback provided in a timeliness for revision.</li> <li>-Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented.</li> <li>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>

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:	Students within the lowest 25% making learning gains as measured by FCAT reading will increase to at least 73% (131).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (127)	73% (131)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Lessons do not routinely incorporate questioning	Teachers will be provided professional learning	-All teachers -All instructional	-Lesson plans will be reviewed by instructional	-CTEM teacher evaluation

4	strategies designed to promote critical, independent, and creative thinking.	opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	coaches -Principal -Ast Principal of C & I	coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via

						iGoggle forms which are customized and periodically updated to meet the needs of IHS
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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 achievement gap for IHS will be reduced by at least 50% over 6 years. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of students achieving level 3 or higher as measured by FCAT reading in each ethnic subgroup will increase to at least the following: White 48% (6), Black 33% (50), Hispanic 35% (200), and American Indian (37% (6).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 42% (5) Black: 26% (36) Hispanic: 28% (140) American Indian: 30% (3)	White: 48% (6) Black: 33% (50) Hispanic: 35% (200) American Indian: 37% (6)
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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	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common

2				<p>administration to observe, intervene when necessary, and provide support to “unpacking” processes.          -Products of sessions will be reviewed for progress and feedback.</p>	<p>formative assessment results          -Staff development feedback          -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</p>
3	<p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p>	<p>-All teachers          -All instructional coaches          -Principal          -Ast Principal of C &amp; I</p>	<p>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.          -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.          -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</p>	<p>-CTEM teacher evaluation          -Teacher observations          -Data Team observations          -Common formative assessment results          -Staff development feedback          -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</p>
4	<p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.</p>	<p>-All teachers          -All instructional coaches          -Principal          -Ast Principal of C &amp; I</p>	<p>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.          -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.          -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</p>	<p>-CTEM teacher evaluation          -Teacher observations          -Data Team observations          -Common formative assessment results          -Staff development feedback          -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</p>
5	<p>Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.</p>	<p>Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p>	<p>-All teachers          -All instructional coaches          -Principal          -Ast Principal of C &amp; I</p>	<p>-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a “coaching cycle” in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity.          -Products of sessions will be reviewed for progress</p>	<p>-CTEM teacher evaluation          -Teacher observations          -Data Team observations          -Common formative assessment results          -Staff development feedback</p>

				and feedback.	
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	Students within the ELL subgroup achieving proficiency in reading as measured by FCAT reading will increase to at least 31% (40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (100)	31% (40)

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
	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the	Instructional coaches and administrative personnel will provide professional development	-All teachers -All instructional coaches -Principal	-Periodic instructional staff surveys will be utilized to determine level of understanding.	-CTEM teacher evaluation -Teacher observations

1	instructional implications of their implementation.	in CCSS.	-Ast Principal of C & I	-Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-Data Team observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development

		learnings.		-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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



5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Students performing at or above proficiency in the subgroup SWD as measured by FCAT reading will increase to at least 19% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (10)	19% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results

3				assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	- Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Students have inadequate opportunities	In all content areas when assessing student	-All teachers -All instructional	-Lesson plans will be reviewed by instructional	-CTEM teacher evaluation

7	for writing outside of language arts instruction.	responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	coaches -Principal -Ast Principal of C & I	coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Students making proficiency or above as measured by FCAT reading in the subgroup of Economically Disadvantaged will increase to at least 35% (350).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (173)	35% (350)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative

2				<p>observe, intervene when necessary, and provide support to "unpacking" processes.</p> <p>-Products of sessions will be reviewed for progress and feedback.</p>	<p>assessment results</p> <ul style="list-style-type: none"> <li>- Staff development feedback</li> <li>- Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
3	<p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</li> <li>-Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.</li> <li>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>- Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
4	<p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.</p>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</li> <li>-Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.</li> <li>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>- Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
5	<p>Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.</p>	<p>Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity.</li> <li>-Products of sessions will be reviewed for progress and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>- Staff development feedback</li> </ul>

6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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
Lesson Study	Across content areas	Instructional Coaches	All teachers	Bi-monthly meetings	Feedback session at conclusion of each Lesson Study project	All administration All Instructional Coaches
School-wide initiatives to include: 1. Collaborative Comprehension Strategies (Thieves, Cornell Notes, Webb's, etc).						

2. Gradual Release Model 3. FCIM 4. Differentiated Instruction 5. Differentiated Intervention 6. MTSS 7. Technology integration (mimio, Angel, Nook, study island, etc).	Across content areas	Instructional Coaches APC	New Teachers Struggling Teachers	Bi-Monthly meetings	New Teacher surveys CTEM Observations iGoggle Data Collection	All administration All Instructional Coaches
Data Teams, Common Formative Assessments, Test Item Specifications, and unpacking benchmarks.	Across content areas	Instructional Coaches	All teachers	Pre-opening sessions Weekly Data Team meetings Side-by-Side Coaching	Meeting minutes, observations of classrooms, analysis of student achievement data, iGoggle Data Collection	All administration All Instructional Coaches

Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal # 1:	

2012 Current Percent of Students Proficient in listening/speaking:

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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
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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:

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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
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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:

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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
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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:	
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	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative

2				<p>observe, intervene when necessary, and provide support to "unpacking" processes.</p> <p>-Products of sessions will be reviewed for progress and feedback.</p>	<p>assessment results</p> <ul style="list-style-type: none"> <li>- Staff development feedback</li> <li>- Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
3	<p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.</p>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<p>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</p> <p>-Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.</p> <p>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</p>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>- Staff development feedback</li> <li>- Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
4	<p>Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.</p>	<p>Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.</p>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<p>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</p> <p>-Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.</p> <p>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</p>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>- Staff development feedback</li> <li>- Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
5	<p>Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.</p>	<p>Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.</p>	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<p>-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity.</p> <p>-Products of sessions will be reviewed for progress and feedback.</p>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>- Staff development feedback</li> </ul>

6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	
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
	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be	-CTEM teacher evaluation -Teacher observations -Data Team

1	of their implementation.		& I	attended by instructional coaches and administration to observe, intervene when necessary, and provide support to “unpacking” processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to “unpacking” processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback

				be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	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"/>	<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 Algebra.  Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms

					which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results



6	student needs.			assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	- Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback - Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	
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	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback

				-Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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:	
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	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet

					the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in

			teams and individual teachers to determine effectiveness of lessons.	classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra 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
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and

					periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  -Staff development

				-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results  - Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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
	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results



1				<p>provide support to “unpacking” processes.</p> <ul style="list-style-type: none"> <li>-Products of sessions will be reviewed for progress and feedback.</li> <li>-Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.</li> </ul>	-Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Periodic instructional staff surveys will be utilized to determine level of understanding.</li> <li>-Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to “unpacking” processes.</li> <li>-Products of sessions will be reviewed for progress and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</li> <li>-Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.</li> <li>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS</li> </ul>
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	<ul style="list-style-type: none"> <li>-All teachers</li> <li>-All instructional coaches</li> <li>-Principal</li> <li>-Ast Principal of C &amp; I</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision.</li> <li>-Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented.</li> <li>-CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-CTEM teacher evaluation</li> <li>-Teacher observations</li> <li>-Data Team observations</li> <li>-Common formative assessment results</li> <li>-Staff development feedback</li> <li>-Data collected in classroom walkthrough and recorded via iGoggle forms</li> </ul>

				of lessons.	which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and

				individual teachers to determine effectiveness of lessons.	recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative

7		of the sentence, and that the response is a sentence.		plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback

				effectiveness of instruction.	
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Data-driven planning, instruction and communication have not become uniform practice across all	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting,	-All teachers -All instructional coaches -Principal -Ast Principal of C	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene	-CTEM teacher evaluation -Teacher observations -Data Team

5	classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	and analyzing data to inform planning and instructional decisions.	& I	when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Lessons do not routinely incorporate questioning strategies	Teachers will be provided professional learning opportunities	-All teachers -All instructional coaches	-Lesson plans will be reviewed by instructional coaches	-CTEM teacher evaluation -Teacher



4	designed to promote critical, independent, and creative thinking.	such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-Principal -Ast Principal of C & I	with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms

				determine effectiveness of lessons.	which are customized and periodically updated to meet the needs of IHS
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
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	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Lessons do not	Teachers will plan for	-All teachers	-Lesson plans will be	-CTEM teacher

3	routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All instructional coaches -Principal -Ast Principal of C & I	reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and

				data teams and individual teachers to determine effectiveness of lessons.	recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback

				instruction.	
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Data-driven planning, instruction and communication have not become uniform practice across all classrooms.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and	-CTEM teacher evaluation -Teacher observations -Data Team observations

5	Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	inform planning and instructional decisions.		provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS

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
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No Data Submitted

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.		The percentage of students achieving proficiency in science will increase to at least 26%.			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
18%		26%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding.  -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes.  -Products of sessions will be reviewed for progress and feedback.  -Student performance on common formative assessments will be	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback



				analyzed for improvements in effectiveness of instruction.	
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding.  -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes.  -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
4	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Data-driven planning, instruction and communication have	Professional learning Communities will meet 2 times each month for	-All teachers -All instructional coaches	-Data teams/PLCs will be attended by instructional coaches	-CTEM teacher evaluation -Teacher

5	not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-Principal -Ast Principal of C & I	and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
8	Students lack the scientific academic vocabulary necessary to comprehend increasingly complex items.	All teachers will incorporate academic vocabulary instruction into all content areas.  Teachers will incorporate interactive word walls into their classrooms to support authentic vocabulary instruction.	Instructional Coaches  Principal  APC	Teachers will engage with instructional coaches, PLCs, Data Teams, Lesson Study, and Differentiated Staff Development to develop and implement lessons that utilize the strategies.	Increase in the percentage of students meeting proficiency on district benchmark assessments, and common formative assessments

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

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

## 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:	All students will achieve a FCAT Level 3.0 and higher in writing.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
93%	100%			
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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

(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						

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	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a thorough understanding of the CCSS, NGSSS, test item specifications, and the instructional implications of their implementation.	Instructional coaches and administrative personnel will provide professional development in CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback. -Student performance on common formative assessments will be analyzed for improvements in effectiveness of instruction.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
2	Teachers lack a thorough understanding of CCSS and the instructional implications of their implementation.	Data teams and PLCs will work in concert with the instructional coaches to unpack the Common Core Standards utilizing existing established systems.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Periodic instructional staff surveys will be utilized to determine level of understanding. -Data teams will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support to "unpacking" processes. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
3	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent, and creative thinking.	Teachers will plan for and include higher order questions in weekly lesson plans so that the questions are purposeful and aligned to the NGSSS or CCSS.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
	Lessons do not routinely incorporate questioning strategies designed to promote critical, independent,	Teachers will be provided professional learning opportunities such as online classes, evening/Saturday	-All teachers -All instructional coaches -Principal -Ast Principal of C	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for	-CTEM teacher evaluation -Teacher observations -Data Team

4	and creative thinking.	classes, lesson study and/or coaching support in writing and utilization higher order questions. Teachers will be accountable for implementing professional learnings.	& I	revision. -Observation data will be compared to lesson plans to determine if the planned questioning, deliver design, and assessment design is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
5	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Professional learning Communities will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Data teams/PLCs will be attended by instructional coaches and administration to observe, intervene when necessary, and provide support through a "coaching cycle" in pursuit of a consistent implementation of the IHS Instructional Cycle, with fidelity. -Products of sessions will be reviewed for progress and feedback.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback
6	Data-driven planning, instruction and communication have not become uniform practice across all classrooms. Consequently, instruction, interventions and enrichment are not driven by data and do not address individual student needs.	Lesson plans and instruction will reflect differentiated instruction and differentiated interventions based on careful data analysis.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and periodically updated to meet the needs of IHS
7	Students have inadequate opportunities for writing outside of language arts instruction.	In all content areas when assessing student responses, checks will be made for: proper capitalization of the first word of the sentence, appropriate punctuation at the end of the sentence, and that the response is a sentence.	-All teachers -All instructional coaches -Principal -Ast Principal of C & I	-Lesson plans will be reviewed by instructional coaches with feedback provided in a timeliness for revision. -Observation data will be compared to lesson plans to determine if the planned differentiation and intervention and assessment is implemented. -CFA, and other data will be reviewed with data teams and individual teachers to determine effectiveness of lessons.	-CTEM teacher evaluation -Teacher observations -Data Team observations -Common formative assessment results -Staff development feedback -Data collected in classroom walkthrough and recorded via iGoggle forms which are customized and

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

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:	Overall student attendance will increase to 96% while the incidence of excessive tardiness and absences will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.12%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
287	251
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
348	315
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The following barriers were identified through an analysis of: student survey data, parent survey data, student interviews, staff interviews, and parent interviews.  Students display a lack of interest in school. Data indicates this is due to a lack of motivation to "get up early just to come to school".	School will identify Positive Behavior Support (PBS) strategies designed to encourage and reinforce student attendance.  PBS reward initiatives will be identified by the students and will thereby be meaningful to the students.	AP for Discipline and Attendance  RtI/PBS Coach  Instructional Coaches	Students will take a survey to note what rewards, incentives, and activities that interest or appeal to them most  Survey data and student interview feedback will be utilized to select incentives and activities for the PBS program.	Decrease in the number of student absences as evidenced by bimonthly attendance reports
	Students display a lack of interest in school due to a lack of opportunity in courses,	Students will be provided more opportunities to enroll in elective courses,	Administration  RtI/PBS Coach	Students will be surveyed to determine their interests and engagement.	Decrease in the number of student absences as evidenced by

2	activities, and programming.	<p>participate in activities, and develop programs to better fit their interests.</p> <p>Teachers will deliver lessons focused on increased student engagement.</p>	Instructional Coaches	<p>School leadership will use survey data and student interview feedback to drive scheduling, course offerings, and programmatic exploration.</p> <p>Teachers will engage with instructional coaches, PLCs, Data Teams, Lesson Study, and Differentiated Staff Development to develop and implement lessons that utilize the strategies.</p>	bimonthly attendance reports
3	Students demonstrate a higher percentage of tardiness to 1st period class/ arrival to school as compared to the remainder of the day.	Parents will be notified of their students' attendance issues, conferences will be held with the parents and student, and students will be placed on attendance contracts.	<p>AP for Discipline and Attendance</p> <p>RtI/PBS Coach</p> <p>Instructional Coaches</p>	<p>To notify parents, the school adheres to the following practice: the district's automatic dialer will contact parents when a student is absent, a personal call home is made at the fifth absence, and an attendance letter is sent home at the 7th and 10th absences.</p> <p>School leadership provides training and support to teachers and guidance counselors in order to foster consistent implementation of attendance strategies.</p> <p>Attendance reports will be analyzed by Guidance Department to determine effectiveness of attendance policy.</p> <p>School leadership, guidance, and teachers will conduct parent and student conferences to discuss attendance issues.</p> <p>School leadership will place students on attendance contracts.</p>	Decrease in the number of student absences as evidenced by bimonthly attendance 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
No Data Submitted						

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
			<b>Grand Total: \$0.00</b>

*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:	The number of ISS and OSS events will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
627	561
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

119	108				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
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	Limited transitional programming exists to support student returning from alternative schools, students enrolling with a history of behavior problems, and students returning from zero tolerance behaviors transition poorly to the traditional school environment	School leadership will meet with each student identified in this circumstance in order to create a mentor relationship, develop a behavior contract, and smooth the transition into IHS.  A mentoring program will be adopted by IHS to support all at-risk students.	School Leadership AP Attendance/Discipline  Dean	Guidance Counselors are utilized to meet with parents, Youth Relations Deputy (YRD), and Assistant Principal to compile a PMP Behavior Plan for students coming from alternative schools, alternative programs, and students with a history of disciplinary issues.  Behavior Plans are revisited for editing quarterly or as needed.  Students are met with and progress monitored to successfully transition from a non-traditional setting to IHS.	Discipline reports are analyzed weekly to determine the effectiveness of program.  Discipline referral reports by teacher are reviewed and discussed with appropriate teacher.  Student enrollment and behavioral success is reviewed.
2	There is a lack of social norm and self-discipline instruction within our instructional programming.	Teachers will implement and instruct PBS expectations and utilize PBS incentive processes in their classrooms.  Students who rise to Tier 2 and 3 PBS/RTI will receive one to one mentoring, check in/check out, and guidance supports.	Admin  Instructional Coaches	Student discipline and suspension data will be analyzed to determine behaviors which result in the greatest amount of instructional time lost.	Student suspensions and loss of instructional time will decrease from quarter to quarter.

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
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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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The graduation rate of Immokalee High School will increase to 78% while showing a decrease in drop out rate to 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.82%	1%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
74.79%	78%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The following barriers were identified through an analysis of: student exit interviews, staff interviews, and parent interviews.</p> <p>The "credit denial" policy of the district combined with some student attendance issues creates a situation where student have lost credits towards graduation.</p> <p>In many cases, students lack of GPA and credits to meet graduation requirements on time and thereby became unmotivated to continue to attend or attempt to succeed.</p>	Instructional coaches, mentors, and administration will support new staff through mentoring, coaching, staff development, and simplifying new teacher assignments where possible with intentions of decreasing the turnover rate in this department.	Instructional Coaches Principal APC	Teachers will engage with instructional coaches, mentors, and administration to actively engage in the New Teacher Program.	A trend analysis of teacher retention will be conducted with improvement being evidenced by a decrease in teacher loss.
2	Students lack interest in graduation completion.	Individual student conferences will be conducted to determine barriers, solutions, goals, and progress towards graduation.	Guidance counselors Administration	Guidance counselors and administration will meet to discuss solutions on a case management basis.	Drop out rates will decrease over time.

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

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>	At least 50% of all parents will participate in a school event, activity, or parent conference.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Not available	50%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of our parents are not fluent in English.	Translation services for documents to go home as well as translation in trainings, conferences, and meetings will be provided.	Administration	Meetings will be publicized in three languages noting that translators will be available.	Increase in parent attendance at evening events
2	Teachers do not consistently call parents	Teachers will be provided staff development in conducting successful parent conferences.	Administration	Teachers will contact parents of all students at start of course.  Teachers will contact parents as needed for academic and behavior reasons.	Increase parent contacts.
3	Meetings/trainings don't always meet parent needs	A survey of parent needs and interests will be conducted and programming adjusted accordingly.	Administration	Survey data will be utilized to create a calendar of parent trainings and opportunities.  The calendar will be published in three languages.	Increase in parent attendance at trainings and programs

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:				
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						

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:	
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						

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
			<b>Grand Total: \$0.00</b>

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/14/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
PBS initiatives will be support through supplies and materials for facilitation of PBS days.	\$2,000.00
Substitute teacher stipends will be paid to allow teachers to attend staff development within the district and to observe other classroom teachers in action.	\$1,000.00
Caps and Gowns will be purchased for students who complete EdOptions academy programming and/or pass the FCAT Re-Take process.	\$2,000.00

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

The IHS SAC will be integrally involved in the review of the SIP, progress monitoring throughout the school year for overall school performance, and revision of the SIP as a living document to guide the improvement of student achievement.

Additionally, the SAC will review and provide input into school wide concerns.

# 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

Collier School District IMMOKALEE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	61%	78%	20%	184	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	39%	76%			115	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?	50% (YES)	72% (YES)			122	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					421	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Collier School District IMMOKALEE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	24%	49%	86%	18%	177	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	42%	73%			115	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?	45% (NO)	78% (YES)			123	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					415	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested