

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: T. DEWITT TAYLOR MIDDLE-HIGH SCHOOL

District Name: Volusia

Principal: Ronald Pagano

SAC Chair: Denise Munsch

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

Last Modified on: 10/19/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Kimberly Hutcherson	Certifications Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6) English For Speakers Of Other Languages (esol), (grades K - 12) Exceptional Student Education, (grades K - 12)	6	6	2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25%)

		Middle Grades Integrated Curriculum, (grades 5 - 9)			Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Dr. Leadership either met or exceeded the 12 competencies required for administrators.
Assis Principal	Jeffery S. Miller	Certifications Educational Leadership, (all Levels) Mentally Handicapped, (grades K - 12)	4	26	2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Dr. Leadership either met or exceeded the 12 competencies required for administrators.
Assis Principal	ShariLou McConnell	BA/Socail Studies MA/Educational Leadership Certifications	11	17	2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M) * *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Dr. Leadership either met or exceeded the 12 competencies required for administrators.
Assis Principal	Marisol Rubio	BA/Elementary Education; MA/Educational Leadership Certifications Educational Leadership, (all Levels) Elementary Education, (grades 1 - 6) English For Speakers Of Other Languages (esol), (grades K - 12)	7	7	2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)* 2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)* 2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M)* 2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)* 2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2007: Based on the Volusia County District evaluation system then in place, Dr. Leadership either met or exceeded the 12 competencies required for administrators.

Principal	Ronald Pagano	Masters of Science/Administration and Supervision	2	23	<p>2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)*</p> <p>2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)*</p> <p>Atlantic High School 2010 B - AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) *</p> <p>2009 D - AYP: No 69% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M) *</p> <p>2008 C - AYP: No 72% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M)*</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p> <p>Prior to 2007: Based on the Volusia County District evaluation system then in place, Dr. Leadership either met or exceeded the 12 competencies required for administrators.</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Dr. Archer Israel	BA/Comparative Literature, MS Ed/Literacy and ESOL, PhD/Language Reading and Culture	6	6	<p>2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)*</p> <p>2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)*</p> <p>2010 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (47/R 55/M; 55/R 68/M; 58R/70M) *</p> <p>2009 – T. DeWitt Taylor Middle High School; Grade C, AYP 77%, FCAT (46/R 52/M; 57/R 65/M; 71R/62M)*</p> <p>2008 – T. DeWitt Taylor Middle High School; Grade C, AYP 64%, FCAT (45/R 53/M; 49/R 61/M; 51R/68M) *</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p>
Academic Coach	Karen Hanson	BA International Studies, MS Counseling, Cert English 6-12, ESE K-12, ESOL K-12	2	3	<p>2012 – T. DeWitt Taylor Middle High School; Grade Pending, FCAT (38R/35M; 59R/55M; 59R/60M)*</p> <p>2011 – T. DeWitt Taylor Middle High School; Grade C, AYP 69%, FCAT (45/R 51/M; 46/R 62/M; 49R/69M)*</p> <p>2010 - Atlantic High School; Grade B; AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) *</p> <p>*(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p>

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	New Teacher Programs(Individualized Professional Development, mentors, peer classroom visits, other site visits)	Aministration	June, 2013	
2	Leadership Opportunities (Department Chairs/Contacts, Literacy Team,Teacher Advisory Council, etc...)	Administration	June, 2013	
3	Professional Development	Aministration	June, 2013	
4	PLC Activities	PLC	June, 2013	
5	Every year, the school district undertakes several initiatives designed to recruit highly qualified teachers. Recruitment through colleges throughout the country are conducted by district and school administrators. The reading endorsement program is provided to any district teacher interested in becoming a reading teacher. The district is identifying district trainer or trainers to provide CAR-PD training on content area teachers. In order to retain highly qualified teachers, the district provides opportunities for teachers to attend conferences and special events; the district's teacher of the year event is recognized throughout the state; district specialists offer a multitude of professional enrichment activities for teachers.	District Staff and Administration	June, 2013	
6	Peer Assistance and Review Program. While serving in the mentoring role, PAR teachers informally observe participating teachers and provide support to help the participating teacher succeed in meeting the distict's standards as described in the Framwork for Teaching.	Administration	June, 2013	
7	Participating in District Job Fair and Recruitment Activities.	Administration	June, 2013	

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
N/A	N/A

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
77	2.6%(2)	19.5%(15)	23.4%(18)	54.5%(42)	40.3%(31)	100.0%(77)	20.8%(16)	6.5%(5)	28.6%(22)

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
		Susan is a first year teacher being mentored by	

Susan Gregor	Karen Hanson	a highly effective Academic Coach, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
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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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at T. DeWitt Taylor Middle-High School include:

- Reading Intervention Teachers to provide intervention for students in need via a push-in model.
- Supplemental Tutoring before or after school.
- Supplemental materials and supplies needed to close the achievement gap.
- Academic Coach for the purpose of a comprehensive staff development model.
- Supplemental funds for on-going staff development as determined by the results of FCAT data.
- AVID teacher to run a 8-12 AVID program.
- Extended Core Instruction (ECI)- Writing Intervention.
- APEX/ODYSSEY Teacher to close the achievement gap.
- Math Teacher to close the achievement gap.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. T. DeWitt Taylor Middle-High School utilizes these resources through the following:

- Course retrieval through our Odyssey and Compass labs.
- Extended Core Instruction in Reading, Math and Science
- Science Camp
- Extended Core Instruction in Writing

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring (Wildcat Trainers) program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

T. DeWitt Taylor Middle-High School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy/School Plan
- Nutrition and Wellness classes
- Personal Fitness classes
- Running Club and Cross County

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

High School:
Academy of Environmental Resources

Gold Seal Programs:
Agritechnology
Construction Technology
Digital Design
Web Design

Middle Schools:
Introduction to Agriscience
Orientation to Agriscience
Exploration to Agriscience

Computer Application in Business 1
Computer Application in Business 2
Computer Application in Business 3

Personal Development
Career Discovery
Culinary Careers

Introduction to technology
Exploring Technology
Exploration of Communication Technology

Job Training

T. DeWitt Taylor Middle-High School offers students' career awareness opportunities through Jr. Achievement Program, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Personal Fitness classes. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA.

Our school offers students Career and Technical Education Programs and a Career Academy that prepare students for work and/or post secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. The third district in the country to receive such recognition.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

Assistant Principal of Curriculum: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities.

ESE Assistant Principal: Participates in collection, interpretation, and analysis of data related to ESE students; facilitates development of intervention plans for ESE students; 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 for ESE students; facilitates data-based decision making activities related to ESE students.

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going

progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Academic Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3

supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Instructional Management System. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

Assistant Principal of Curriculum: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities.

ESE Assistant Principal: Participates in collection, interpretation, and analysis of data related to ESE students; facilitates development of intervention plans for ESE students; 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 for ESE students; facilitates data-based decision making activities related to ESE students.

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Academic Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

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

The team meets every two week to engage in the following activities:
Review universal screening data and classroom walkthrough data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development, resources, and interventions. 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. In addition, LLT determines trends and information that need to be shared with Department Chairs and the upcoming agenda for the next week of Professional Learning Community meetings.

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

The LLT will monitor the effectiveness of reading interventions taking place and provide coaching and/or staff development to reading teachers and to core and non-core teachers on the systematic use of student-owned literacy strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/27/2012)

*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.

*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.

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

*High Schools Only

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

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

relevance to their future?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

The district Marketing, Recruitment, & Career Connection Coach will visit during Spring registration to assist with our eighth grade vocational elective registrations.

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](#)

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- Making High School Count Programs
- Making College Count Programs
- College Tours
- College Rep Visits

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:	The percentage of students achieving proficiency (FCAT Level 3) in reading will increase by 5% in grades 6-10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.10% (161)	28%

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	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards.	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum.	Reading Coach Academic Coach Assistant Principals over Curriculum	Review of Lesson Plans Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results

3		<p>Content area teachers will meet to discuss the results of the FCAT Assessment</p> <p>Develop content area reading strategies to increase student's comprehension skills.</p>			<p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
4	The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.	<p>Provide time at each Common Core Professional Learning Community meeting for planning.</p> <p>Curriculum Maps will be used for all courses.</p>	<p>Department Chairs</p> <p>Reading Coach</p> <p>Academic Coach</p>	<p>Lesson plans will be monitored to ensure the proper use of Curriculum Maps.</p> <p>Lesson Plan Rubric</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
5	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	<p>Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings.</p> <p>Academic coach will provide one-on-one instruction in the use of Pinnacle Insight.</p> <p>Academic coach will distribute TIPS on how to access student's "data history".</p> <p>Teacher will develop lesson plans to target areas of strengths and weaknesses.</p>	<p>Academic Coach</p> <p>Reading Coach</p>	<p>Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.</p> <p>Lesson Plan Rubric</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
6	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	<p>Assistant Principal over Attendance</p> <p>Guidance Staff</p>	Provide academic incentive programs that encourage students to attend school on a regular basis.	<p>Attendance Data</p> <p>Membership Reports</p>
7	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	<p>Administrative Staff</p> <p>Reading Coach</p>	<p>Ongoing monitoring through VSET observations</p> <p>Teacher records of reflections on literacy strategy use</p>	FAIR data, FCAT results

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.3% (3)	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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 (FCAT Level 4 and 5) in reading will increase by 5% in grades 6-10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (106)	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
	The perception that reading strategies do not need to be taught in upper level courses.	FCAT Connect activities centering on reading skills have been developed in past years through our district Curriculum Maps. ALL content area teachers will focus on highly tested skills found in the Sunshine	Assistant Principals Over Curriculum	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and

1		State Standards and Common Core Standards.			summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
2	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum. Content area teachers will meet to discuss the results of the FCAT Assessment Develop content area reading strategies to increase student's comprehension skills.	Reading Coach Academic Coach Assistant Principals over Curriculum Review of Lesson Plans	Lesson Plan Rubric Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Lesson Plan Rubric
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	CCPLC Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs
	Ensuring that all	The SpringBoard English	SpringBoard	Portfolio activities that measure	Portfolio

6	SpringBoard language arts teachers are trained in Springboard curriculum and are using the curriculum with fidelity.	Language Arts program provides the rigor with learning strategies and scaffolding activities that develop students' critical thinking capabilities.	Language Arts Teachers Assistant Principals over Curriculum Reading Coach	student growth over the school year. Embedded Assessments that allow students to demonstrate their ability to use appropriate learning strategies and apply their skills. Online End of Unit Tests.	Embedded Assessments Increase enrollment in honor level courses FCAT
7	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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.	Students making Learning Gains in reading will increase by
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Reading Goal #3a:	2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (371)	61%

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	Due to staffing, funding and class size requirements no FCAT remediation courses are offered during the school year.	Reading/Math teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint weaknesses and to reteach skills needed to be competent FCAT/EOC test takers.	Department Chair Academic Coach Reading Coach	Lesson plans will be monitored. Assessments results will be analyzed.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results, EOC DATA
2	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Reading Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
4	Challenges of working with students who lack motivation to read.	Provide professional development through workshops and coaching to teachers on motivation theory and strategies to increase reading comprehension.	PLC -Content Area Team (CAT TEAM)	CAT TEAM will study assessment results before and after the use of the strategy.	FAIR Tests and DA Assessment
5	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies.	PLC -Content Area Team (CAT TEAM)	Review of Lesson Plans Review of teacher based assessments Review of Rubrics	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs
	Time for collaboration as a follow up to professional	Content area teachers will meet to discuss the results of the FAIR	Reading Coach Assistant	Teachers will assess student's progress on the FAIR Assessment	Subsequent FAIR Assessments; FCAT Results

6	development	Assessment Content area teachers will meet to discuss the results of the FCAT Assessment Develop content area reading strategies to increase student's comprehension skills.	Principals over Curriculum	and will develop department-based lesson plans to target areas of weakness.	
7	The challenges of identifying students in need of reading remediation due to when FCAT scores were received.	A fulltime reading coach will provide information to the faculty on how to identify their "at-risk" readers. A weekly "Best Practices" will be sent to teachers on how to effectively deal with "at-risk" readers.	Reading Coach Administrative Team	Departmental Feedback	FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (7)	90%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (94)	56%

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	Due to staffing, funding and class size requirements no FCAT remediation courses are offered during the school year. Academic Coach Lesson plans will be monitored.	Reading and Math teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint weaknesses and to reteach skills needed to be competent FCAT test takers.	Department Chairs Academic Coach	Assessments results will be analyzed. Lesson plans will be monitored for use of assessment strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Instructional coaches, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.
4	Many of our lowest 25% students are a part of our Exceptional Student Education program.	Provide professional development to ESE teachers on Support Facilitation and Co-Teaching BEST Practices.	Assistant Principal for ESE.	FAIR and DA Assessments	FCAT
5	Challenges of working with students who lack motivation to read.	Provide professional development through workshops and coaching to teachers on motivation theory and strategies to increase reading comprehension.	PLC -Content Area Team (CAT TEAM)	Study of assessment results before and after the use of the strategy.	FAIR Assessment and DA Assessments
6	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using	PLC -Content Area Team (CAT TEAM)	Review of Lesson Plans Review of teacher based assessments Review of Rubrics	Lesson Plan Rubric Content Area Embedded Assessments

		research-based strategies.			Reading Coach Walkthroughs
7	The challenges of identifying students in need of reading remediation due to when FCAT scores were received.	A fulltime reading coach will provide information to the faculty on how to identify their "at-risk" readers. Each week "Best Practices" will be sent to teachers on to effectively deal with "at-risk" readers.	Reading Coach	Departmental Feedback	FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (48% proficient) or through Safe Harbor (45% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 55% Hispanic: 30% Black/African American: 24% Asian: N/A American Indian: N/A	White: 60% Hispanic: 37% Black/African American: 32% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of targeted instruction for white males and hispanic females.	Provide teachers with materials that would be relevant and rigorous. Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration.	FCAT AYP District Assessments
2	Lack of services for former ESOL students due to staffing and budget cuts.	Develop a menu of services for former ESOL students by using ESOL endorsed staff.	ESOL Administrator	DA Assessments	FCAT AYP
3	Lack of culturally diverse non-fiction material.	Provide students will non-fiction materials that reflects their background, yet mets the reading	Reading Coach Language Arts Department Chair	Media Check-Out Records Fair Assessments	FCAT AYP

	difficult needed to ensure success on the FCAT.		
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 9% proficient	ELL: 27% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	Teachers lack of knowledge in what resources are available in English and Spanish for their subject area.	Ensure that all teachers receive professional development related to finding appropriate bi-lingual materials for their courses. Follow-up and coaching will be provided.	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments and FCAT results Progress monitoring of weekly data using graphs/trend lines. VSET Walk-throughs

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 19% proficient	SWD: 33% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	That the accommodations being used in the classroom are not consistent with what students are expected to do on the FCAT/EOC.	Provide staff development on accommodations which enhance test taking skills.	Assistant Principal over ESE	Monitor lesson plans. Monitor classroom assessments.	FCAT EOC
2	Many of the lowest 25% students are part of our Exceptional Student Education program.	Provide professional development through workshops and coaching to ESE teachers on "CO-Teaching BEST Practices".	Assistant Principal for ESE.	FAIR and DA Assessments	FCAT AYP
3	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT
4	Challenges of working with students who lack motivation to read.	Provide professional development through workshops and coaching to teachers on motivation theory and strategies to increase reading comprehension.	PLC -Content Area Team (CAT TEAM)	Team Study of assessment results before and after the use of the strategy.	FAIR Tests and DA Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 32% Proficient	ED: 43% Proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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
PD Topic - How to Incorporate Text Complexity Strategies in all content areas that will increase student engagement (Domain 3c).	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial training September and October; follow-up within 60 days. Common Core PLC's meet the second Tuesdays/Thursdays of every month.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - How to analyze FAIR assessment results	Grades 6-12	Reading Coach	Reading Teachers	Initial training August 25th. Implementation within 30 days. Structured coaching and mentoring every 30 days.	FAIR results will be disseminated to reading teachers following the close of each FAIR assessment window.	Reading Coach
PD Topic - Implementation of Springboard Curriculum with fidelity.	Language Arts Teachers Grades 6-9	Academic Coach	Language Arts PLC	Initial training will occur during pre-planning. Language Arts PLC meets the second Tuesday of every month.	Teachers will meet with Academic Coach to discuss their progress in the curriculum, difficulties that they are experiencing, and solutions to increase student achievement	Academic Coach
PD Topic - Deepening Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial Training for PD contacts - Sept. 14th. Whole Group Training on September 26th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - Planning for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial Training for PD contacts - Wednesday, Sept. 28th. Whole Group Training on October 10th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - Read 180	Intensive Reading Teachers - Tier 1 and Tier IA	Reading Coach	Reading PLC	Meetings as needed to update skills associated with the Read 180 Program and its curriculum.	Effectiveness of the Read 180 Program will be monitored each year following the reporting of FCAT results.	Reading Coach
PD Topic - Students' Role in CCSS: Cultivating Engagement	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial Training for PD contacts - Nov. 2nd. Whole Group Training on Nov. 14th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - Building Rigor for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial Training for PD contacts - October 12th. Whole Group Training on October 24th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - Designing Assessments Aligned to CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial Training for PD contacts - Nov. 16th. Whole Group Training on Dec. 5th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - Building Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial Training for PD contacts - Aug. 22nd. Whole Group Training on Aug. 29th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
PD Topic - Frequent Formative Assessments	Grades 6-12	Common Core PLC Leadership Team	Common Core PLCs	Initial Training for PD contacts - Jan. 11th. Whole Group Training on	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report	Common Core PLC Leadership Team

for CCSS		PLC Faciliators		Jan. 23rd.	Classroom Visitations	PLC Faciliators
PD Topic - Next Steps for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 25th. Whole Group Training on Feb. 6th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Intervention Teachers	Personnel addition to work with students who are in the lowest 25% of reading ability according to the prior-year FCAT	Title I	\$82,200.00
Focused Reading Intervention	Personnel to work before school and afterschool with those students struggling to meet standards.	Title I	\$12,000.00
Academic Coach Personnel	Personnel addition to work with students who are in the lowest 25% of reading ability according to FCAT and EOC data	Title I	\$56,000.00
			Subtotal: \$150,200.00
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
Springboard Training and Teacher Follow-Up	Stipend of \$15/hour to teachers meeting in teams to coordinate Springboard Program.	District Training and Title I	\$2,500.00
Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and to develop lesson plans to target areas of weakness.	Title I	\$1,500.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Wildcats Read - Summer Literacy Program	Novels, reading materials, and personnel to run literacy programs.	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$157,200.00

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:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in listening/speaking:

62% (42)

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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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:

The percentage of students scoring proficient in Reading on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

29% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in Writing on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

7% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Focused ESOL Intervention	Personnel to work afterschool with ESOL students struggling to meet standards.	District ESOL	\$2,500.00
			Subtotal: \$2,500.00

Grand Total: \$2,500.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students achieving proficiency (FCAT Level 3) in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.73% (117)	33%

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	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards.	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum. Content area teachers will meet to discuss the results of the FCAT	Reading Coach Academic Coach Assistant Principals over Curriculum	Review of Lesson Plans Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and

3		<p>Assessment</p> <p>Develop content area reading strategies to increase student's comprehension skills.</p>			<p>summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
4	<p>Time for collaboration as a follow up to professional development</p>	<p>Teachers whose course end in an EOC will meet to discuss the results of their assessments.</p>	<p>Academic Coach</p> <p>Reading Coach</p> <p>Assistant Principals over Curriculum</p>	<p>EOC teachers will assess student's progress on assessments and will develop department-based lesson plans to target areas of weakness.</p>	<p>EOC</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
5	<p>Due to staffing, funding, graduation requirements and class size Algebra I is offered as a one period full year course.</p>	<p>Algebra teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be competent in algebra and be prepared for the state end-of-course assessment.</p>	<p>Math PLC Team Leader</p> <p>Math Department Chair</p> <p>Academic Coach</p>	<p>Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills.</p>	<p>Math Assessment</p> <p>FCAT</p> <p>EOC</p>
6	<p>The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.</p>	<p>Provide time at each Common Core Professional Learning Community meeting for planning.</p> <p>Curriculum Maps will be used for all courses.</p>	<p>Department Chairs</p> <p>Reading Coach</p> <p>Academic Coach</p>	<p>Lesson plans will be monitored to ensure the proper use of Curriculum Maps.</p> <p>Lesson Plan Rubric</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
7	<p>Teachers are not familiar with how to analyze data and use it to make instructional adjustments.</p>	<p>Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings.</p> <p>Academic coach will provide one-on-one instruction in the use of Pinnacle Insight.</p> <p>Academic coach will distribute TIPS on how to access student's "data history".</p>	<p>Academic Coach</p> <p>Reading Coach</p>	<p>Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.</p> <p>Lesson Plan Rubric</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>

		Teacher will develop lesson plans to target areas of strengths and weaknesses.			
8	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership Reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Students achieving above proficiency (FCAT Level 4 and 5) in math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

7% (30)

9%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The perception that reading strategies do not need to be taught in upper level courses.	<p>FCAT Connect activities centering on reading skills have been developed in past years through our district Curriculum Maps.</p> <p>ALL content area teachers will focus on highly tested skills found in the Sunshine State Standards and Common Core Standards.</p>	Assistant Principals Over Curriculum	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
2	The perception that FCAT math strategies do not need to be taught in upper level courses.	<p>FCAT activities centering on math skills have been developed in past years through our district Curriculum Maps. ALL math teachers will focus on highly tested skills found in the Sunshine State Standards.</p>	<p>Assistant Principal over Curriculum</p> <p>Academic Coach</p> <p>Math Department Chair</p>	teachers will monitor effectiveness of FCAT activities and discuss results and strategies for improvement in their department meetings.	<p>FCAT</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
3	Time for collaboration as a follow up to professional development	<p>Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum.</p> <p>Content area teachers will meet to discuss the results of the FCAT Assessment</p> <p>Develop content area</p>	<p>Reading Coach</p> <p>Academic Coach</p> <p>Assistant Principals over Curriculum</p> <p>Review of Lesson Plans</p>	<p>Lesson Plan Rubric</p> <p>Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>

		reading strategies to increase student's comprehension skills.			
4	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Lesson Plan Rubric
5	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
6	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	CCPLC Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Level 7 on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	77%

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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

		specialists			
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	<p>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform</p> <p>Evaluation of the student's need to access more rigorous courses and change placement if necessary</p> <p>Discussion of application of skills and knowledge at a higher level and in various settings</p>	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (60)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to staffing, funding and class size requirements no FCAT remediation courses are offered during the school year.	Reading/Math teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint weaknesses and to reteach skills needed to be competent FCAT/EOC test takers.	Department Chair Academic Coach Reading Coach	Lesson plans will be monitored. Assessments results will be analyzed.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results, EOC DATA
2	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	<p>Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings.</p> <p>Academic coach will provide one-on-one instruction in the use of Pinnacle Insight.</p> <p>Academic coach will distribute TIPS on how to access student's "data history".</p> <p>Teacher will develop lesson plans to target areas of strengths and weaknesses.</p>	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	Lesson Plan Rubic Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching to teachers on	Math PLC Chair	PLC will study assessment results before and after the use of the strategy.	DA Assessment End of Course Practice

	motivation theory and strategies to increase math skills.		Assessments
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Percentage of students making learning gains in mathematics will remain the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	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
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in lowest 25% making learning gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (75)	58%

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
	Due to staffing, funding	Reading and Math	Department Chairs	Assessments results will	Lesson Plan Rubric

1	and class size requirements no FCAT remediation courses are offered during the school year. Academic Coach Lesson plans will be monitored.	teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint weaknesses and to reteach skills needed to be competent FCAT test takers.	Academic Coach	be analyzed. Lesson plans will be monitored for use of assessment strategies.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Instructional coaches, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # No Data Available				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available
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	Lack of targeted instruction for white males and hispanic females.	Provide teachers with materials that would be relevant and rigorous. Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration.	FCAT AYP District Assessments
2	Lack of services for former ESOL students due to staffing and budget cuts.	Develop a menu of services for former ESOL students by using ESOL endorsed staff.	ESOL Administrator	DA Assessments	FCAT AYP

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available

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	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	Teachers lack of knowledge in what resources are available in English and Spanish for their subject area.	Ensure that all teachers receive professional development related to finding appropriate bi-lingual materials for their courses. Follow-up and coaching will be provided.	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments and FCAT results Progress monitoring of weekly data using graphs/trend lines. VSET Walk-throughs

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	No Data Available
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Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available

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	That the accommodations being used in the classroom are not consistent with what students are expected to do on the FCAT/EOC.	Provide staff development on accommodations which enhance test taking skills.	Assistant Principal over ESE	Monitor lesson plans. Monitor classroom assessments.	FCAT EOC
2	Many of the lowest 25% students are part of our Exceptional Student Education program.	Provide professional development through workshops and coaching to ESE teachers on "CO-Teaching BEST Practices".	Assistant Principal for ESE.	FAIR and DA Assessments	FCAT AYP
3	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT
4	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching to teachers on motivation theory and strategies to increase math comprehension	Assistant Principal for ESE	Study of assessment results before and after the use of the strategy.	FCAT AYP End of Course Exam(s)

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	No Data Available
Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	No Data Available

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
	Challenges of working with students who do not have exposure to high-	Implementation of a school-wide literacy system that emphasizes	Administration Reading Coach	Classroom Walkthrough Literacy Leadership Team	VSET Observations Domain 3

1	level academic vocabulary in their homes	a unified, systematic approach to the teaching of vocabulary using research-based strategies	Literacy Leadership Team	Meetings	
2	Students not attending school.	Teachers will use the Curriculum Mastery Policy to encourage students to attend school. Students who miss more than five days a marking period will be required to take a curriculum mastery exam and pass it or receive an "I". Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Assistant Principal over Attendance Guidance Staff	Attendance Data FCAT DA Assessment	FCAT AYP
3	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching to teachers on motivation theory and strategies to increase math comprehension.	Assistant Principal over Attendance	PLC will study assessment results before and after the use of the strategy.	FCAT AYP

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:		Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics will increase by 2%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (2)		42%			
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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative	Unique Reports FAA Scores

				observation tools	
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses	Administration ESE Team Follow-up coaching provided by program specialists	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	Check student progress data using Unique Reports District follow-up survey	Unique Reports Survey

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Florida Alternate Assessment: Percent of students making learning gains in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4)	82%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Administrative observation tools Check usage and implementation, as well as student progress	Unique Reports FAA Scores

				data using Unique Reports	
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	Check student progress data using Unique Reports District follow-up survey	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses	Administration ESE Team Follow-up coaching provided by program specialists	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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:	Students scoring at Achievement Level 3 in Algebra will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (58)	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
1	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards.	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data,

					Science assessment, FCAT results
3	Time for collaboration as a follow up to professional development	<p>Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum.</p> <p>Content area teachers will meet to discuss the results of the FCAT Assessment</p> <p>Develop content area reading strategies to increase student's comprehension skills.</p>	<p>Reading Coach</p> <p>Academic Coach</p> <p>Assistant Principals over Curriculum</p>	<p>Review of Lesson Plans</p> <p>Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.</p>	<p>Lesson Plan Rubric</p> <p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
4	Time for collaboration as a follow up to professional development	Teachers whose course end in an EOC will meet to discuss the results of their assessments.	<p>Academic Coach</p> <p>Reading Coach</p> <p>Assistant Principals over Curriculum</p>	EOC teachers will assess student's progress on assessments and will develop department-based lesson plans to target areas of weakness.	<p>EOC</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
5	Due to staffing, funding, graduation requirements and class size Algebra I is offered as a one period full year course.	Algebra teachers will meet collaboratively to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be competent in algebra and be prepared for the state end-of-course assessment.	<p>Math PLC Team Leader</p> <p>Math Department Chair</p> <p>Academic Coach</p>	Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills.	<p>Math Assessment</p> <p>FCAT</p> <p>EOC</p>
	Due to school size, in most cases, we only have one teacher teaching per EOC Courses.	Teachers will collaborate with teachers from other schools to develop the assessments and	<p>Department Chairs</p> <p>Academic Coach</p>	Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for	<p>Reading assessment data, FAIR data, Math assessment data, Science</p>

6		teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be prepared for the state's end-of-course assessment.	Reading Coach	understanding of these key skills.	assessment, FCAT results FCAT EOC
7	The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.	Provide time at each Common Core Professional Learning Community meeting for planning. Curriculum Maps will be used for all courses.	Department Chairs Reading Coach Academic Coach	Lesson plans will be monitored to ensure the proper use of Curriculum Maps. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
8	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
9	Encouraging students who enter 9th grade with two credits of math to continue taking math ALL four years of high school.	Promote the opportunities of taking honor, pre-advanced placement, Advance Placement and Dual Enrollment courses.	Assistant Principals over Curriculum Guidance Counselors	Stress Rigor and Relevance of coursework for all students. Hold parent information meetings on College-Readiness.	Percentage of Students who graduate with More than four credits of Math FCAT
10	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership Reports

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above Achievement Level 4 in Algebra will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (3)	7%

Problem-Solving Process to Increase Student Achievement

			Person or	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The perception that reading strategies do not need to be taught in upper level courses.	<p>FCAT Connect activities centering on reading skills have been developed in past years through our district Curriculum Maps.</p> <p>ALL content area teachers will focus on highly tested skills found in the Sunshine State Standards and Common Core Standards.</p>	Assistant Principals Over Curriculum	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
2	Time for collaboration as a follow up to professional development	<p>Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum.</p> <p>Content area teachers will meet to discuss the results of the FCAT Assessment</p> <p>Develop content area reading strategies to increase student's comprehension skills.</p>	<p>Reading Coach</p> <p>Academic Coach</p> <p>Assistant Principals over Curriculum Review of Lesson Plans</p>	<p>Lesson Plan Rubric</p> <p>Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
3	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	<p>Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings.</p> <p>Academic coach will provide one-on-one instruction in the use of Pinnacle Insight.</p> <p>Academic coach will distribute TIPS on how to access student's "data history".</p> <p>Teacher will develop lesson plans to target areas of strengths and weaknesses.</p>	<p>Academic Coach</p> <p>Reading Coach</p>	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p> <p>Lesson Plan Rubric</p>
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in	Coaching Staff Administrator Teachers	<p>Ongoing monitoring of formative and summative assessment data</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment data,</p>

	the school day.	collecting and analyzing data in order to plan effective differentiated instruction and enrichment.		foster growth among all students	FCAT results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	CCPLC Leadership Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
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	Lack of targeted instruction for white males and hispanic females.	Provide teachers with materials that would be relevant and rigorous. Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration.	FCAT AYP District Assessments
2	Lack of services for former ESOL students due to staffing and budget cuts.	Develop a menu of services for former ESOL students by using ESOL endorsed staff.	ESOL Administrator	DA Assessments	FCAT AYP

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	
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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	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	Teachers lack of knowledge in what resources are available in English and Spanish for their subject area.	Ensure that all teachers receive professional development related to finding appropriate bi-lingual materials for their courses. Follow-up and coaching will be provided.	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines. VSET Walk-throughs

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	That the accommodations being used in the classroom are not consistent with what students are expected to do on the FCAT/EOC.	Provide staff development on accommodations which enhance test taking skills.	Assistant Principal over ESE	Monitor lesson plans. Monitor classroom assessments.	FCAT EOC
	Many of the lowest 25% students are part of our	Provide professional development through	Assistant Principal for ESE.	FAIR and DA Assessments	FCAT

2	Exceptional Student Education program.	workshops and coaching to ESE teachers on "CO-Teaching BEST Practices".			AYP
3	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT

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

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	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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.

N/A

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards).	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum. Content area teachers will meet to discuss the results of the FCAT Assessment Develop content area reading strategies to increase student's comprehension skills.	Reading Coach Academic Coach Assistant Principals over Curriculum	Review of Lesson Plans Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
	Time for collaboration	Teachers whose	Academic	EOC teachers will assess	EOC

4	as a follow up to professional development	course end in an EOC will meet to discuss the results of their assessments.	Coach Reading Coach Assistant Principals over Curriculum	student's progress on assessments and will develop department-based lesson plans to target areas of weakness.	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
5	Due to school size, in most cases, we only have one teacher teaching per EOC Courses.	Teachers will collaborate with teachers from other schools to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be prepared for the state's end-of-course assessment.	Department Chairs Academic Coach Reading Coach	Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results FCAT EOC
6	The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.	Provide time at each Common Core Professional Learning Community meeting for planning. Curriculum Maps will be used for all courses.	Department Chairs Reading Coach Academic Coach	Lesson plans will be monitored to ensure the proper use of Curriculum Maps. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
7	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
8	Encouraging students who enter 9th grade with two credits of math to continue taking math ALL four years of high school.	Promote the opportunities of taking honor, pre-advanced placement, Advance Placement and Dual Enrollment	Assistant Principals over Curriculum Guidance Counselors	Stress Rigor and Relevance of coursework for all students. Hold parent information meetings on College-Readiness.	Percentage of Students who graduate with More then four credits of Math FCAT

		courses.			
9	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership Reports

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The perception that reading strategies do not need to be taught in upper level courses.	FCAT Connect activities centering on reading skills have been developed in past years through our district Curriculum Maps. ALL content area teachers will focus on highly tested skills found in the Sunshine State Standards and Common Core Standards.	Assistant Principals Over Curriculum	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff	Reading Coach Academic Coach Assistant	Lesson Plan Rubric Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new	Reading assessment data, FAIR data, Math assessment data, Science

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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	Lack of targeted instruction for white males and hispanic females.	Provide teachers with materials that would be relevant and rigorous. Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by administration.	FCAT AYP District Assessments
2	Lack of services for former ESOL students due to staffing and budget cuts.	Develop a menu of services for former ESOL students by using ESOL endorsed staff.	ESOL Administrator	DA Assessments	FCAT AYP

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments and FCAT results Progress monitoring of weekly data using graphs/trend lines.

		words, phrases, and expressions not yet learned			
2	Teachers lack of knowledge in what resources are available in English and Spanish for their subject area.	Ensure that all teachers receive professional development related to finding appropriate bi-lingual materials for their courses. Follow-up and coaching will be provided.	Instructional Coaches ESOL Teacher Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines. VSET Walk-throughs

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	That the accommodations being used in the classroom are not consistent with what students are expected to do on the FCAT/EOC.	Provide staff development on accommodations which enhance test taking skills.	Assistant Principal over ESE	Monitor lesson plans. Monitor classroom assessments.	FCAT EOC
2	Many of the lowest 25% students are part of our Exceptional Student Education program.	Provide professional development through workshops and coaching to ESE teachers on "CO-Teaching BEST Practices".	Assistant Principal for ESE.	FAIR and DA Assessments	FCAT AYP
3	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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
PD Topic - Deepening Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLC Leadership Team PLC Faciliators Common Core PLCs	Initial Training for PD contacts - Sept. 14th. Whole Group Training on September 26th.	Monitor Lesson Plans PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Rigor for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Training for PD contacts - October 12th. Whole Group Training on October 24th.	Monitor Lesson Plans PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Designing Assessments Aligned to CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Training for PD contacts - Nov. 16th. Whole Group Training on Dec. 5th.	Monitor Lesson Plans PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - How to Incorporate					Monitor Lesson	

Text Complexity Strategies in all content areas that will increase student engagement (Domain 3c).	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial training September and October; follow-up within 60 days. Common Core PLC's meet the second Tuesdays/Thursdays of every month.	Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Planning for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Wednesday, Sept. 28th. Whole Group Training on October 10th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Students' Role in CCSS: Cultivating Engagement	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 2nd. Whole Group Training on Nov. 14th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Aug. 22nd. Whole Group Training on Aug. 29th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Frequent Formative Assessments for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 11th. Whole Group Training on Jan. 23rd.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Next Steps for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 25th. Whole Group Training on Feb. 6th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Focused Math Intervention	Personnel to work before school and after school with those students struggling to meet standards.	Title I	\$2,500.00
Core Course Recovery Teacher	Personnel to run Core course recovery lab.	Title I	\$12,500.00
			Subtotal: \$15,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and EOC data. Develop lesson plans to target areas of weakness.	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$16,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Students scoring at Achievement Level 3 in science increase by 5%.			
Science Goal # 1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
35% (48)			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
1	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards.	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic

2					<p>Coach Walkthroughs</p> <p>VSET Walkthroughs</p> <p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
3	<p>Time for collaboration as a follow up to professional development</p>	<p>Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum.</p> <p>Content area teachers will meet to discuss the results of the FCAT Assessment</p> <p>Develop content area reading strategies to increase student's comprehension skills.</p>	<p>Reading Coach</p> <p>Academic Coach</p> <p>Assistant Principals over Curriculum</p>	<p>Review of Lesson Plans</p> <p>Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.</p>	<p>Lesson Plan Rubric</p> <p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>VSET observations and conferences</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>
4	<p>The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.</p>	<p>Provide time at each Common Core Professional Learning Community meeting for planning.</p> <p>Curriculum Maps will be used for all courses.</p>	<p>Department Chairs</p> <p>Reading Coach</p> <p>Academic Coach</p>	<p>Lesson plans will be monitored to ensure the proper use of Curriculum Maps.</p> <p>Lesson Plan Rubric</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
5	<p>Teachers are not familiar with how to analyze data and use it to make instructional adjustments.</p>	<p>Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings.</p> <p>Academic coach will provide one-on-one instruction in the use of Pinnacle Insight.</p> <p>Academic coach will distribute TIPS on</p>	<p>Academic Coach</p> <p>Reading Coach</p>	<p>Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.</p> <p>Lesson Plan Rubric</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>

		how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.			
6	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership Reports
7	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
8	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports FSA & SSA District Interim 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at Levels 4, 5, and 6 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative	Unique Reports FAA Scores

				observation tools	
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (9)	12%

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 perception that reading strategies do not need to be taught in upper level courses.	FCAT Connect activities centering on reading skills have been developed in past years through our district Curriculum Maps. ALL content area teachers will focus on highly tested skills found in the Sunshine State Standards and Common Core Standards.	Assistant Principals Over Curriculum	Teachers will monitor effectiveness of FCAT Connect activities and discuss results and strategies for improvement in their department meetings.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
	Time for	Common Core	Reading Coach	Lesson Plan Rubric	Reading

2	collaboration as a follow up to professional development	<p>Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum.</p> <p>Content area teachers will meet to discuss the results of the FCAT Assessment</p> <p>Develop content area reading strategies to increase student's comprehension skills.</p>	<p>Academic Coach</p> <p>Assistant Principals over Curriculum Review of Lesson Plans</p>	<p>Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.</p>	<p>assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p>
3	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	<p>Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings.</p> <p>Academic coach will provide one-on-one instruction in the use of Pinnacle Insight.</p> <p>Academic coach will distribute TIPS on how to access student's "data history".</p> <p>Teacher will develop lesson plans to target areas of strengths and weaknesses.</p>	<p>Academic Coach</p> <p>Reading Coach</p>	<p>Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis.</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results</p> <p>Lesson Plan Rubric</p>
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	<p>Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.</p>	<p>Coaching Staff Administrator Teachers</p>	<p>Ongoing monitoring of formative and summative assessment data</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students</p>	<p>Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results</p>
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	<p>Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)</p>	<p>CCPLC Leadership Team</p>	<p>Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.</p>	<p>Walk-throughs</p>
6	Encouraging students to take science ALL four years of high school.	<p>Promote the opportunities of taking honor, pre-advanced placement and Advance Placement courses.</p> <p>Stress Rigor and Relevance of</p>	<p>Assistant principal over Curriculum</p>	<p>Enrollment in AP Courses</p>	<p>Percentage of Students who Graduate with More than four credits of Science</p> <p>FCAT</p>

coursework for all students.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
		Person or		

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards).	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum. Content area teachers will meet to discuss the results of the FCAT Assessment Develop content area reading strategies to increase student's comprehension skills.	Reading Coach Academic Coach Assistant Principals over Curriculum	Review of Lesson Plans Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
	Time for collaboration as a	Teachers whose course end in an	Academic Coach	EOC teachers will assess student's progress on	EOC

4	follow up to professional development	EOC will meet to discuss the results of their assessments.	Reading Coach Assistant Principals over Curriculum	assessments and will develop department-based lesson plans to target areas of weakness.	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
5	Due to school size, in most cases, we only have one teacher teaching per EOC Courses.	Teachers will collaborate with teachers from other schools to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be prepared for the state's end-of-course assessment.	Department Chairs Academic Coach Reading Coach	Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results FCAT EOC
6	The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.	Provide time at each Common Core Professional Learning Community meeting for planning. Curriculum Maps will be used for all courses.	Department Chairs Reading Coach Academic Coach	Lesson plans will be monitored to ensure the proper use of Curriculum Maps. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
7	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership

8		the guidance counselors who will work with school social services personnel to address areas of concern.			Reports
9	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PD Topic - How to Incorporate Text Complexity Strategies in all content areas that will increase student engagement (Domain 3c).	Grades 6-12	Common Core PLC Leadership Team PLC Facilitators	Common Core PLCs	Initial training September and October; follow-up within 60 days. Common Core PLC's meet the second Tuesdays/Thursdays of every month.	Monitor Lesson Plans PLC's Walk-Throughs PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
					Monitor Lesson Plans	

PD Topic - Deepening Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Sept. 14th. Whole Group Training on September 26th.	PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Planning for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Wednesday, Sept. 28th. Whole Group Training on October 10th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Students' Role in CCSS: Cultivating Engagement	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 2nd. Whole Group Training on Nov. 14th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Rigor for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - October 12th. Whole Group Training on October 24th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Designing Assessments Aligned to CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 16th. Whole Group Training on Dec. 5th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Frequent Formative Assessments for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 11th. Whole Group Training on Jan. 23rd.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Next Steps for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 25th. Whole Group Training on Feb. 6th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Aug. 22nd. Whole Group Training on Aug. 29th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom	Common Core PLC Leadership Team PLC Faciliators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Course Recovery Teacher	Personnel to run Core course recovery lab.	Title I	\$12,500.00
			Subtotal: \$12,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and EOC data. Develop lesson plans to target areas of weakness.	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Students scoring at Achievement Level 3.0 and higher in writing will increase by 5%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (216)		87%			
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	Perception that FCAT Writing test is not as important as the FCAT Reading and Math tests since it is not a graduation requirement.	Students scoring a level 1 or 2 on the FCAT Writing test in 8th grade will be identified and targeted for intensive writing remediation in grades 9	Assistant Principals for Curriculum	Content Area teacher's lesson plans will reflect the strategies used to instill good writing skills.	FCAT Writing Prompts

		and 10.			
2	Time for collaboration as a follow up to professional development	Develop content area writing strategies to increase student's higher level writing skills.	Assistant Principals for Curriculum	Content area teachers will assess student's progress on the Writing Prompts and will develop department-based lesson plans to target areas of weakness.	FCAT Writing Prompts
3	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Reading Coach Academic Coach	Monitor growth of Volusia Writes scores	FCAT Writing scores Volusia Writes data
4	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Classroom Teachers Administration Reading Coach Academic Coach	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PD Topic - Designing Assessments Aligned to CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 16th. Whole Group Training on Dec. 5th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Aug. 22nd. Whole Group Training on Aug. 29th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Frequent Formative Assessments for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 11th. Whole Group Training on Jan. 23rd.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Next Steps for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 25th. Whole Group Training on Feb. 6th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Deepening Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Sept. 14th. Whole Group Training on September 26th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Planning for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Wednesday, Sept. 28th. Whole Group Training on October 10th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Students' Role in CCSS: Cultivating Engagement	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 2nd. Whole Group Training on Nov. 14th.	Monitor Lesson Plans PLC's Walk-Thoughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
		Common Core		Initial Traning for PD	Monitor Lesson Plans	

PD Topic - Building Rigor for the CCSS	Grades 6-12	PLC Leadership Team PLC Facilitators	Common Core PLCs	contacts - October 12th. Whole Group Training on October 24th.	PLC's Walk-Thoughts PLC Facilitators Report Classroom Visitations	Common Core PLC Leadership Team PLC Facilitators
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Focused Writing Instruction	Personnel to work with those students struggling to meet standards.	Title I	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and EOC data. Develop lesson plans to target areas of weakness.	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.	N/A
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Challenges of working with students who	Provide professional development through	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will	Reading assessment

1	lack motivation.	workshops and coaching for teachers on motivation theory and strategies to increase comprehension.		study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards).	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum. Content area teachers will meet to discuss the results of the FCAT Assessment Develop content area reading strategies to increase student's comprehension skills.	Reading Coach Academic Coach Assistant Principals over Curriculum	Review of Lesson Plans Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
	Time for collaboration as a follow up to professional development	Teachers whose course end in an EOC will meet to discuss the results of their assessments.	Academic Coach Reading Coach Assistant Principals over Curriculum	EOC teachers will assess student's progress on assessments and will develop department-based lesson plans to target areas of weakness.	EOC Ongoing monitoring of formative and summative assessment data

4					VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
5	Due to school size, in most cases, we only have one teacher teaching per EOC Courses.	Teachers will collaborate with teachers from other schools to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be prepared for the state's end-of-course assessment.	Department Chairs Academic Coach Reading Coach	Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results FCAT EOC
6	The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.	Provide time at each Common Core Professional Learning Community meeting for planning. Curriculum Maps will be used for all courses.	Department Chairs Reading Coach Academic Coach	Lesson plans will be monitored to ensure the proper use of Curriculum Maps. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
7	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
8	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership Reports
	Teachers who do not teach Language Arts	Train teachers to use High-Impact Literacy	Administrative Staff	Ongoing monitoring through VSET observations	FAIR data, FCAT results

9	are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Strategies that support achieving the Anchor Literacy Standards	Reading Coach	Teacher records of reflections on literacy strategy use	
10	Lack of knowledge about Civics EOC Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading) Participate in Creation of District Formative Assessments for Civics Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews	Social Studies PLCs Social Studies Department Chair Reading Coach Academic Coach	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments Civics EOC field test results VSET Evaluation

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PD Topic - How to Incorporate Text Complexity Strategies in all content areas that will increase student engagement (Domain 3c).	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial training September and October; follow-up within 60 days. Common Core PLC's meet the second Tuesdays/Thursdays of every month.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Deepening Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Sept. 14th. Whole Group Training on September 26th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Planning for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Wednesday, Sept. 28th. Whole Group Training on October 10th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Students' Role in CCSS: Cultivating Engagement	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 2nd. Whole Group Training on Nov. 14th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Rigor for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - October 12th. Whole Group Training on October 24th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Designing Assessments Aligned to CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 16th. Whole Group Training on Dec. 5th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Aug. 22nd. Whole Group Training on Aug. 29th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
					Monitor Lesson Plans	

PD Topic - Frequent Formative Assessments for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 11th. Whole Group Training on Jan. 23rd.	PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Next Steps for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 25th. Whole Group Training on Feb. 6th.	Monitor Lesson Plans PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators

Civics Budget:

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who lack motivation.	Provide professional development through workshops and coaching for teachers on motivation theory and strategies to increase comprehension.	PLC Leadership Team	Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
2	Students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a schoolwide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies (Common Core Standards).	PLC Leadership Team	Review of Lesson Plans Common Core Professional Learning Communities (CCPLC) will study assessment results (Diagnostic/Formative/Summative) before and after the use of the strategy.	Lesson Plan Rubric Content Area Embedded Assessments Reading Coach Walkthroughs Academic Coach Walkthroughs VSET Walkthroughs Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
3	Time for collaboration as a follow up to professional development	Common Core Professional Learning Communities (CCPLC) will meet to discuss how to best implement staff development strategies into their curriculum. Content area teachers will meet to discuss the results of the FCAT Assessment Develop content area reading strategies to increase student's comprehension skills.	Reading Coach Academic Coach Assistant Principals over Curriculum	Review of Lesson Plans Teachers will develop (Diagnostic/Formative/Summative) assessments to determine student's progress using the new staff development strategies.	Lesson Plan Rubric Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
	Time for collaboration	Teachers whose	Academic	EOC teachers will assess	EOC

4	as a follow up to professional development	course end in an EOC will meet to discuss the results of their assessments.	Coach Reading Coach Assistant Principals over Curriculum	student's progress on assessments and will develop department-based lesson plans to target areas of weakness.	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data
5	Due to school size, in most cases, we only have one teacher teaching per EOC Courses.	Teachers will collaborate with teachers from other schools to develop the assessments and teaching strategies in an effort to pinpoint areas of weakness and to reteach skills needed to be prepared for the state's end-of-course assessment.	Department Chairs Academic Coach Reading Coach	Students will be evaluated following each assessments and will be retaught skills that they are not proficient in. They will then be retested to check for understanding of these key skills.	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results FCAT EOC
6	The number of preps our high school teachers are teaching due to staffing cuts, budget cuts and class size.	Provide time at each Common Core Professional Learning Community meeting for planning. Curriculum Maps will be used for all courses.	Department Chairs Reading Coach Academic Coach	Lesson plans will be monitored to ensure the proper use of Curriculum Maps. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
7	Teachers are not familiar with how to analyze data and use it to make instructional adjustments.	Provide staff development Pinnacle Insight at PLC meetings, departmental meetings and faculty meetings. Academic coach will provide one-on-one instruction in the use of Pinnacle Insight. Academic coach will distribute TIPS on how to access student's "data history". Teacher will develop lesson plans to target areas of strengths and weaknesses.	Academic Coach Reading Coach	Lesson plans will be monitored to ensure that instructional decisions are based on the use of data analysis. Lesson Plan Rubric	Reading assessment data, FAIR data, Math assessment data, Science assessment, FCAT results
8	Students not attending school.	Teachers will report students who are struggling in their classes due to attendance issues to the guidance	Assistant Principal over Attendance Guidance Staff	Provide academic incentive programs that encourage students to attend school on a regular basis.	Attendance Data Membership Reports

		counselors who will work with school social services personnel to address areas of concern.			
9	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
10	Lack of knowledge about American History EOC Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	Participate in Creation of District Formative Assessments for American History EOC Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading)	Administration Social Studies PLCs Social Studies Department Chair Reading Coach Academic Coach	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments American History EOC field test results VSET Evaluation

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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
PD Topic - How to Incorporate Text Complexity Strategies in all content areas that will increase student engagement (Domain 3c).	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial training September and October; follow-up within 60 days. Common Core PLC's meet the second Tuesdays/Thursdays of every month.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Deepening Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Sept. 14th. Whole Group Training on September 26th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Planning for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Wednesday, Sept. 28th. Whole Group Training on October 10th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Students' Role in CCSS: Cultivating Engagement	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 2nd. Whole Group Training on Nov. 14th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Rigor for the CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - October 12th. Whole Group Training on October 24th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Designing Assessments Aligned to CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Nov. 16th. Whole Group Training on Dec. 5th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Building Awareness of CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Aug. 22nd. Whole Group Training on Aug. 29th.	Monitor Lesson Plans PLC's Walk-Throughs PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators

PD Topic - Frequent Formative Assessments for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 11th. Whole Group Training on Jan. 23rd.	Monitor Lesson Plans PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators
PD Topic - Next Steps for CCSS	Grades 6-12	Common Core PLC Leadership Team PLC Faciliators	Common Core PLCs	Initial Traning for PD contacts - Jan. 25th. Whole Group Training on Feb. 6th.	Monitor Lesson Plans PLC's Walk-Throughts PLC Faciliators Report Classroom Visitations	Common Core PLC Leadership Team PLC Faciliators

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate will increase by 2% in 2013. The number of excessive absences and tardies will decrease by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	98%
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
Current number of excessive absences: 273	Expected Number of excessive absences: 259
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Current number of students with 10 or more tardies: 587	Expected number of students with 10 or more tardies: 557

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	High school students can miss school with little legal consequences.	Teachers will use the online Pinnacle Grade and Attendance Book. Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school.	Assistant Principal over Attendance	Student attendance will be monitored each grading period to determine the effect of the Pinnacle software.	Attendance Reports
2	Students fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions.	For the 2011 school year we are instituting a policy to address the most frequent cause for referrals: tardy students. Students will be assigned a 30 minute lunchtime detention after their third tardy. Students will allowed to eat lunch, however will not be allowed to mingle with the general population. It is our hope that this immediate consequence to being late to class will reduce the number of these referrals and thereby reduce the numbers needing to serve detentions.	Assistant Principal over Discipline	The effectiveness of the new program will be reviewed at the end of each grading period to note any change in student behavior.	Discipline Reports
3	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student 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
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of in-school and out-of-school suspensions will decrease by 10% in school year 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Number of in-school suspensions in 2012: 285	Expected number of in-school suspensions in 2013: 256
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Number of students suspended in school in 2012: 150	Expected number of students suspended in-school in 2013: 135
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

Number of Out-of-School suspensions in 2012: 287	Expected number of out-of-school suspensions in 2013: 258
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Number of students suspended out-of-school in 2012: 150	Expected number of students suspended out-of-school in 2013: 135

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions.	For the 2011 school year we are instituting a policy to address the most frequent cause for referrals: tardy students. Students will be assigned a 30 minute lunchtime detention after their third tardy. Students will allowed to eat lunch, however will not be allowed to mingle with the general population. It is our hope that this immediate consequence to being late to class will reduce the number of these referrals and thereby reduce the numbers needing to serve detentions.	Assistant Principal over Discipline	The effectiveness of the new program will be reviewed at the end of each grading period to note any change in student behavior.	Discipline Reports
2	Parental permission and participation required Administration Guidance Counselor	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Alpha Counselor	Intervention data will be analyzed and reviewed at PLC meetings.	Discipline referral data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:		The percentage of students who drop out of school will decrease in the 2013 school year by 1%. The graduation rate will increase by 2%.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1.9%		1.0%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
73.5%		75.5%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Economic times which	The AVID program will	Assistant	AVID Certification	AVID Evaluations

1	necessitate students going to work after high school graduation rather than to college.	recruit students for their program. This Program which stands for Advancement Via Individual Determination, seeks to foster educational goals of college attendance for students "in the middle" whose families have never attended college.	Principals for Curriculum	Process	
2	Lack of motivational figures to encourage goal setting and education.	Utilize Business Partners for Career Expo to encourage importance of education and staying in school.	Business Partner Coordinator, Guidance, Teachers, Reading Coach, Administrators	Enrollment report	Dropout rate report

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

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

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

Dropout Prevention Budget:

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

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>	To maintain our Five Star status by having 65% our families participate in a minimum of two meaningful activities during the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
65% our families participate in a minimum of two meaningful activities during the school year.	70% our families participate in a minimum of two meaningful activities during the school year.

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	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
2	Many of our shareholders do not speak English.	Use "Wildcat Trainer" as student translators, guides and mentors. Use bi-lingual staff to during parent conference. Recruite additional bi-lingual staff.	Administrative Team Activities Director	Sign-In sheets	Sign-In Sheets
3	Shareholders are not aware of the academic programs available at the school level. They are also not aware of the the athletic and extra-curricular oportunities available for their students.	Create a bi-lingual (English/Spanish) Parent Guide	Assistant Principal over Curriculum Student Activities	Sign-In Sheets Enrollment numbers in athletic teams and clubs/groups.	Sign-In Sheets Enrollment numbers in athletic teams and clubs/groups.

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
Curriculum Showcase	Teachers to attend showcase where they can highlight their various programs.	Title I Parent Involvement Funds	\$1,000.00
National Parental Involvement Day	Gifts/Materials for parents who attend on National Parental Involvement Day events.	Title I Parent Involvement Funds	\$500.00
Annual Title I Parent Involvement Conference.	Registration costs for parents to attend conference.	Title I Parent Involvement Funds	\$300.00
Parent Nights (6th Grade Parent Night, Science Fair Parent Night, Social Studies Parent Night)	Materials and supplies	Title I Parent Involvement Funds	\$750.00
Media Center Extended Hours	Media Specialist to keep open Media Center open after school.	Title I Parent Involvement Funds	\$700.00
Parent Night Dinner and Parent Workshops	Materials and supplies	Title I Parent Involvement Funds	\$1,000.00
Open House II	Pay teachers to attend a second semester Open House	Titl I Parent Involvement Funds	\$750.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

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		Teachers will produce 2 new project-based STEM Lessons.			
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
	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common	District STEM TOA Administration	Monitor usage and implementation data of STEM modules	Usage data

1		Core ELA and Mathematical Practices	Science Department Chair Math Department Chair		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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
1	So program-rich that it is difficult to provide adequate support to all Lack of knowledge of specific programs Time	Utilize Industry Certification Exam data to support program area teachers in areas of need Participate in CTE Program PLCs Participate in virtual training provided by CTE department	Administration	Monitor participation in CTE Program PLCs	Industry Certification Exams

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

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

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

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Intervention Teachers	Personnel addition to work with students who are in the lowest 25% of reading ability according to the prior-year FCAT	Title I	\$82,200.00
Reading	Focused Reading Intervention	Personnel to work before school and afterschool with those students struggling to meet standards.	Title I	\$12,000.00
Reading	Academic Coach Personnel	Personnel addition to work with students who are in the lowest 25% of reading ability according to FCAT and EOC data	Title I	\$56,000.00
Mathematics	Focused Math Intervention	Personnel to work before school and after school with those students struggling to meet standards.	Title I	\$2,500.00
Mathematics	Core Course Recovery Teacher	Personnel to run Core course recovery lab.	Title I	\$12,500.00
Science	Core Course Recovery Teacher	Personnel to run Core course recovery lab.	Title I	\$12,500.00
Writing	Focused Writing Instruction	Personnel to work with those students struggling to meet standards.	Title I	\$2,500.00
				Subtotal: \$180,200.00
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
Reading	Springboard Training and Teacher Follow-Up	Stipend of \$15/hour to teachers meeting in teams to coordinate Springboard Program.	District Training and Title I	\$2,500.00
Reading	Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and to develop lesson plans to target areas of weakness.	Title I	\$1,500.00
Mathematics	Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and EOC data. Develop lesson plans to target areas of weakness.	Title I	\$1,500.00
Science	Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and EOC data. Develop lesson plans to target areas of weakness.	Title I	\$1,500.00
Writing	Data Analysis	Teacher meeting time at \$15/hour to study results of assessments and EOC data. Develop lesson plans to target areas of weakness.	Title I	\$1,500.00
				Subtotal: \$8,500.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Wildcats Read - Summer Literacy Program	Novels, reading materials, and personnel to run literacy programs.	Title I	\$3,000.00
CELLA	Focused ESOL Intervention	Personnel to work afterschool with ESOL students struggling to meet standards.	District ESOL	\$2,500.00
Parent Involvement	Curriculum Showcase	Teachers to attend showcase where they can highlight their various programs.	Title I Parent Involvement Funds	\$1,000.00
Parent Involvement	National Parental Involvement Day	Gifts/Materials for parents who attend on National Parental Involvement Day events.	Title I Parent Involvement Funds	\$500.00
Parent Involvement	Annual Title I Parent Involvement Conference.	Registration costs for parents to attend conference.	Title I Parent Involvement Funds	\$300.00
Parent Involvement	Parent Nights (6th Grade Parent Night, Science Fair Parent Night, Social Studies Parent Night)	Materials and supplies	Title I Parent Involvement Funds	\$750.00
Parent Involvement	Media Center Extended Hours	Media Specialist to keep open Media Center open after school.	Title I Parent Involvement Funds	\$700.00
Parent Involvement	Parent Night Dinner and Parent Workshops	Materials and supplies	Title I Parent Involvement Funds	\$1,000.00
Parent Involvement	Open House II	Pay teachers to attend a second semester Open House	Titl I Parent Involvement Funds	\$750.00
				Subtotal: \$10,500.00
				Grand Total: \$199,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School programs tied to reading, math, science and writing.	\$2,500.00

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

The primary function of the School Advisory Council is to assist with the development and monitoring of the School Improvement Plan. A portion of our first meeting in August is devoted to a discussion of the data which was generated by the state Department of Education dealing with School Grades Trends, Adequate Yearly Progress and FCAT Performance levels. Members are encouraged to study the data and to provide feedback as to ideas that they have which may be incorporated into the upcoming School Improvement Plan. These ideas are used in the decision-making process as to its inclusion in the Plan. Our October meeting consists of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings this year will include departmental and school-wide requests for School Improvement funding which are tied into the plan, a presentation by our Leadership Team and Department Chairs as to programs being initiated or continued this year which support the plan. Our March meeting typically includes the results of the mid-year review and an update on the progress of the plan. The SAC takes a close look at the school budgetting process at our May meeting. This year they will be studying expenditures associated with Title One..

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

Volusia School District T. DEWITT TAYLOR MIDDLE-HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	51%	76%	37%	209	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	46%	62%			108	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?	49% (NO)	69% (YES)			118	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					435	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District T. DEWITT TAYLOR MIDDLE-HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	55%	82%	30%	214	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	55%	68%			123	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?	58% (YES)	70% (YES)			128	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					465	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested