FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WESLEY CHAPEL HIGH SCHOOL

District Name: Pasco

Principal: Carin Nettles

SAC Chair: Ralph Herz

Superintendent: Heather Fiorentino

Date of School Board Approval:

Last Modified on: 10/14/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carin Nettles	BA in Mental Handicaps, M.Ed. in Varying Exceptionalities, Certified in Ed. Leadership	3	9	WCHS - 2011 - A - High Stds Rdg 46, Math 76, Writing 69, Science 41 Learning Gains - reading 54, math 73 % lowest 25 making gains - reading 53%, math 66% AYP - NO WCHS - 2010 - B - High Stds Rdg 44, Math 74, Writing 84, Science 39 Learning Gains - reading 46, math 72 % lowest 25 making gains in reading 40, math 61 AYP - NO WCHS - 2009 - D - High Stds Rdg 40, Math 73, Writing 82, Science 34 Learning Gains - rdg 44, math 67 % lowest 25 making gains in reading 43, math 50 JWMHS - 2008 - C - High Stds Rdg 48, Math 77, Writing 79, Science 41 Learning Gains - Rdg 51, Math 77 % lowest 25 making gains in reading - 47, math - 64 AYP - NO JWMHS - 2007 -B - High Stds Rdg 49, Math

Role	Name	Degrees/Certifications	Years at Current School	Years as Administrator	Performance Record
					78, Writing 82, Science 50 Learning Gains - Rdg 58, Math 77 % lowest 25 making gains in reading - 50, math 68 AYP - NO
Assis Principal	Shelley Carrino	BA in Math, M. Ed. in Educational Leadership	12	6	WCHS - 2011 - A - High Stds Rdg 46, Math 76, Writing 69, Science 41 Learning Gains - reading 54, math 73 % lowest 25 making gains - reading 53%, math 66% AYP - NO WCHS - 2010 - B - High Stds Rdg 44, Math 74, Writing 84, Science 39 Learning Gains - reading 46, math 72 % lowest 25 making gains in reading 40, math 61 AYP - NO WCHS - 2009 - D High Stds Rdg 40, Math 73, Writing 82, Science 34 Learning Gains - Rdg 44, Math 69 % of lowest 25 making gains - Rdg 43, math 50 AYP - NO WCHS - 2008 - C - High Stds Rdg 43, Math 69, Writing 78, Science 36 Learning Gains - Rdg 52, Math 76 % lowest 25 making gains - Rdg 49, Math 71 AYP - NO
Assis Principal	Danielle Castro	BA in Elementary Education. M.Ed. in Educational Leadership	2	2	WCHS - 2011 - C - High Stds Rdg 46, Math 76, Writing 69, Science 41 Learning Gains - reading 54, math 73 % lowest 25 making gains - reading 53%, math 66% AYP - NO
Assis Principal	Tim Light	BS in Secondary Education, Social Studies. M.Ed. in Educational Leadership, Ed.S. Curriculum & Instruction	3	3	WCHS - 2011 - A - High Stds Rdg 46, Math 76, Writing 69, Science 41 Learning Gains - reading 54, math 73 % lowest 25 making gains - reading 53%, math 66% AYP - NO WRHS - 2010 - B - High Stds Rdg 50, Math 80, Writing 87, Science 47 Learning Gains - reading 53, math 76 % lowest 25 making gains in reading 46, math 61 AYP - No WRHS - 2009 - B - High Stds Rdg 49, Math 80, Writing 87, Science 43 Learning Gains - reading 53, math 75 % lowest 25 making gains in reading 55, math 58 AYP - No WRHS - 2008 - C - High Stds Rdg 45, Math 77, Writing 91, Science 48 Learning Gains - reading 51, math 79 % Lowest 25 making gains in reading 41, math 70 AYP - No
Assis Principal	Carla Nolan	BA in English, M. Ed in Educational Leadership, ESOL (6-12), Gifted Endorsed & Reading Endorsed	1	1	SLHS - 2011 - B - High Stds Rdg 54, Math 79, Writing 83, Science 44 Learning Gains - reading 55, math 77 % lowest 25 making gains - reading 52%, math 63% AYP — NO SLHS - 2010 - B - High Stds Rdg 54, Math 80, Writing 88, Science 41 Learning Gains - reading 55, math 74 % lowest 25 making gains in reading 44, math 47 AYP — NO SLHS - 2009 - B High Stds Rdg 48, Math 77, Writing 83, Science 42 Learning Gains - Rdg 51, Math 76 % of lowest 25 making gains - Rdg 53, math 60 AYP — NO SLHS - 2008 - B - High Stds Rdg 54, Math 79, Writing 87, Science 45 Learning Gains - Rdg 59, Math 79 % lowest 25 making gains - Rdg 51, Math 68 AYP — NO Griffin Middle School- C — High Stds Rdg 63, Math 63, Writing 90, Science 32 Learning Gains- Rdg 57, Math 63 % lowest 25 making gains- Rdg 60, Math 57 AYP- NO

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)
Literacy	Virginia Hinze	ESOL (K-12) Math (5-9) Reading (K-12) Reading Endorsement	1	7	TEWMS - 2012 - A - High Stds Rdg 65, Math 58, Writing 75, Science 48 Learning Gains - reading 68, math 65 % lowest 25 making gains - reading 67%, math 62% AYP - NO TEWMS - 2011 - A - High Stds Rdg 72, Math 66, Writing 83, Science 52 Learning Gains - reading 67, math 71 % lowest 25 making gains - reading 73%, math 71% AYP - NO TEWMS - 2010 - A - High Stds Rdg 71, Math 68, Writing 80, Science 51 Learning Gains - reading 63, math 72 % lowest 25 making gains - reading 60%, math 66% AYP - NO TEWMS - 2009 - A - High Stds Rdg 71, Math 67, Writing 91, Science 49 Learning Gains - reading 66, math 72 % lowest 25 making gains - reading 68%, math 69% AYP - NO TEWMS - 2008 - A - High Stds Rdg 70, Math 68, Writing 88, Science 51 Learning Gains - reading 68, math 76 % lowest 25 making gains - reading 72%, math 75% AYP - NO TEWMS - 2007 - A - High Stds Rdg 66, Math 64, Writing 88, Science 42 Learning Gains - reading 62, math 71 % lowest 25 making gains - reading 70%, math 66% AYP - NO

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	Seasoned Teachers will attend LFS update training	Staff Development Coordinator	May 2013	
2	Wildcat Data Chat Study Groups	Department Chairs	May 2013	
3	Moodle Training Groups	Media Specialist Assistant Principal	May 2013	
4	Instructional Review Walk Throughs	All teachers	May 2013	
5	New Teacher Mentoring Program	Mentor Liaison	May 2013	
6	Staff will attend District-wide Professional Development Sessions	District Trainers	May 2013	
7	New Teachers will attend LFS Training	Staff Development Coordinator	May 2013	
8	Staff Wildcat Reader Rewards Program	Media Specialist	May 2013	
9	Recognize and motivate exceptional staff members as the "TOM Cats" (Teacher of the Month)	Administration	May 2013	

| 10 | Teacher led mini sessions of best practices. | Coordinators/Department Chairs/Administration | May 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
88	15.9%(14)	31.8%(28)	27.3%(24)	20.5%(18)	28.4%(25)	89.8%(79)	8.0%(7)	0.0%(0)	19.3%(17)

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
Cindy McDermott	Meagan Cipolla	Subject Area link	weekly meetings, observations, peer review, coaching, shadowing
Nicole Wall	Athena White	Subject area link	weekly meetings, observations, peer review, coaching, shadowing
Wendy Hollingsworth	Gordon Brobbey	Subject are link	weekly meetings, observations, peer review, coaching, shadowing
Bridget White	Andrea Williams	Subject area link	weekly meetings, observations, peer review, coaching, shadowing
Kristina Kiser	Heather Farnsworth	Subject area link	weekly meetings, observations, peer review, coaching, shadowing
Pam Willoughby	Jeffrey Corliss	Department Link	weekly meetings, observations, peer review, coaching, shadowing
Scott Stewart	Mayvet Galo	Subject area link	weekly meetings, observations, peer review, coaching, shadowing
Pam Willoughby	Ben Walukonis	Elective and Proximity	weekly meetings, observations, peer review, coaching, shadowing
Pam McLaughlin	Elena Rodgers	Elective link	weekly meetings, observations, peer review, coaching, shadowing
			weekly meetings,

Sean Gaudet	Kimberly Sloggett	English/Reading Link	observations, peer review, coaching, shadowing
Sean Gaudet	Deborah Lewis	English/Reading Link	weekly meetings, observations, peer review, coaching, shadowing
Kelly Weber	Sylvia Maineri	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Kelly Weber	Travis Kiger	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Maggie Wilson	Dina Pretigiacomo	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Allison Taylor	Bradley Hicks	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Celeste Richter	Faye Geiger	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Celeste Richter	Kelly Schoaff	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Brittany Putney	Alexandra Sarich	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Helen Mester	Lonna Hernandez	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

[ ]

Nutrition Programs

[ ]

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> John Sarnecki, Behavior Specialist
> Kristina Kiser, Guidance Counselor
> Heather Farnsworth, Behavior Specialist
> Tim Durling, Teacher
> Jason Hallman, Teacher
> Sean Gaudet, Teacher
> Mike Johnson, Teacher
> Helen Mester, Teacher
> Anthony Rawson, Teacher
> Scott Stewart, Teacher

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 RtI Leadership Team meets as a group once per month to monitor and establish school-wide discipline goals. The RtI team reviews Universal Screening data including both academic and behavioral assessments. They also review Progress Monitoring data, present at faculty and department meetings to provide technical assistance and professional development, and monitor growth and development of at-risk students.

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?

> They were invited to a leadership meeting this summer and utilized the DART process to review current FCAT, discipline, attendance, and behavioral data. Planning meetings were held with administration to adopt the vision for the current 2012-2013 school year.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The RtI team uses FCAT information, FAIR results, referral data, attendance reports, discipline reports, Learning Lab usage information, and basic education teacher referrals to generate discussions and guide their response to interventions.

Describe the plan to train staff on MTSS.

We will implement the district-wide plan for RTI training with all stakeholders, with fidelity.

Describe the plan to support MTSS.

We will implement the RTI plan as a school and will adjust as necessary based on the needs of the students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kelly Davey, Career Specialist/Advanced Placement Coordinator
Wendy Hollingsworth, ESE Coordinator
Nicole Wall, Math Coordinator
Helen Mester, Science Coordinator
Kyle Weber, Social Studies Coordinator
Amanda Blanco, Writing Coordinator
Virginia Hinze, Literacy Coach

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

The school based LLT meets monthly to assess, plan, and implement school wide literacy initiatives. Coordinators from each core area meet monthly to discuss school-wide and department data and school-wide and department needs and initiatives. Data is analyzed when summative and formative assessments are completed (FAIR, CORE K-12, common assessments, etc...)

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

School-wide Literacy awareness in all areas, with coordinators specifically focusing on disseminating compiled data to department heads and teachers within content areas.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Reading is being emphasized across the campus in a number of ways. Our Wildcat Reader Rewards program is sponsored by our Media Center staff and recognizes students and staff for reading. The Media Specialist brings a prize cart around to classrooms to recognize and reward students as they complete books. Our Wildcat Data Chats are organized by department and meet each Wednesday. All staff members will focus on Literacy within their Wildcat Data Chat groups that meet weekly this school year. Wildcat Data Chat groups are aligned by department to explore areas of need related to literacy, then

develop plans for improvement.

*High Schools Only

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

Math for College Readiness is being offered to 12th grade students in need of a math credit but not prepared for the rigor of upper level mathematics. This class serves as a bridge between high school and college mathematics.

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?

Guidance Counselors and Career Specialist work closely with students, parents, and teachers to choose challenging and interesting courses. Students plan their high school curriculum by creating an ePEP personal planner in middle school. This plan is then revised annually in high school in conjunction with their interest inventories taken by year. Students use tools such as the ASVAB, PLAN, ACT, CHOICES, and tools on facts.org to explore their interests and course options. The PERT test is offered twice per year on campus and we also offer Dual Enrollment courses both on and off campus to interested students. Students choose electives based on their areas of interest and have opportunities to become program completers in TV Production, Teacher Assisting, and Automotive Service Technology; thus increasing the personal meaning of their course of study.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

According to the 2010 High School Feedback Report, 240 students graduated with a standard diploma or GED. 45.4% of the graduates scored a level 3 or higher on FCAT Reading. 74.5% scored a level 3 or higher on FCAT Math. 66.6% of graduates completed a college prep curriculum. 2.2% of graduates were eligible for the Bright Futures Academic Scholarship. 30.4% were eligible for the Bright Futures Medallion scholarship and .416% were eligible for the Gold Seal Vocational Scholarship.

Our Career Specialist and Guidance Counselors work closely with teachers, parents, and students to promote opportunities for secondary exploration. Dual Enrollment opportunities and Financial Aid Nights are held annually. We also host a College Night in the Spring and co-host one in the Fall. The PERT test is given twice per year on our campus to facilitate the exploration and interest in higher level classes for students. In 2010 WCHS became a testing site for the ACT and the SAT. Ready to Work Certificate testing is available to all students providing them the opportunity to graduate with a Ready to Work certification on their diploma. The Transition Specialist meets individually with students and parents to explore postsecondary options and facilitate student transition via vocational rehabilitation, four year university, community college, or direct entry to the workforce.

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:	52% of students will achieve high standards in reading proficiency according to the 2013 FCAT SSS Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 FCAT, 52% of our students achieved proficiency and were meeting high standards, which is a 6% increase. In 2010, 44% of our students achieved proficiency and were meeting high standards and in 2011, 46% of our students achieved proficiency and were meeting high standards on the reading FCAT.	We expect to raise the percentage of students achieving high standards in reading from 52% to 57% as measured by the 2013 FCAT.

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 and staff become complacent about goals and are not sure what they are or what their progress is towards them.	Create "Advertising" banners reflecting key goals and post them throughout campus. Rotate key goals on the website scroll.	Administration	Talking with students and staff about the goals.	Test results CORE K 12
2	Students who are on track lack celebrations and recognition.	Mid year and year end celebrations to recognize students on honor roll and students who are promoted at semester. Celebrate End of Course Exam results.	Administration	Student morale.	Parent and student feedback.
3	Teachers lack knowledge and skills in technology and in interpretation of test results.	Offer teacher to teacher trainings targeting edmodo, new laptops, new ipad & Nook labs, and other technology resources, to foster teacher leadership and raise skill levels of other teachers. Utilize planning days or grade level/faculty meetings and have presentations done by peer teachers to create interest and lure hesitant participants.	Administration, Lead Literacy Team	Classroom observations, lesson plans, student work samples	Student and teacher feedback. Classroom assignments.
4	Need to monitor progress within curriculum of each department on goals	Wildcat Data Chats, which are departmentally structured, based on at least one of 3 focus areas (students monitoring own progress, content mastery, or technology).	All teachers and Administration	Lesson plans, performance on EOC's, FCAT, FCAT writes	EOC's, FCAT, FCAT Writes
	Students not feeling celebrated for achieving	Award incentives for highest proficiency and	Administration	FCAT Scores	FCAT Scores

5	high academic success. Students also need opportunities to celebrate student-created individual goals.	increases in proficiency on FCAT test scores.			
6	Promoting high student achievement (Make being smart "cool")	Use 4 thermometers on bulletin board outside cafeteria to be updated after each academic accomplishment. One thermometer assigned to each grade level, painted in class colors. Include several academic items in point achievement to go towards pep rally/class competition. Add mini-thermometers to front office and grade level common areas to improve visibility to parents/community.	Administration, Student Government	Monitor increase in scores on common assessments	Student participation, increased scores on common assessments
7	Students are not reading enough books and print materials	Keep Wildcat Reader Rewards program. Students earn points and rewards for reading/completing books. Add more technology reading selections (audio books, MP3, CD, iTouch)	Media Specialist	Observation, media circulation reports	Media circulation reports, number of rewards given away
8	There is a lack of Intensive Remediation for our most struggling readers.	Enhanced selection criterion used to program students into READ 180 this year resulting in a more in depth remediation program for our lowest level learners.	Administration	Progress Monitoring with FAIR test throughout the year.	READ 180 reporting data. FAIR data. FCAT
9	Students unaware of our allowance of nooks, ipads on campus.	Advertise this ability on website and through TV production.	Technology Specialist, Teachers	Number of registrations, conversations with students and teachers	Observations, monitoring the number of electronic device registrations.
10	All students, including incoming 8th graders need to gather information during registration about elective course offerings & need practice with writing.	Utilize curriculum night as an opportunity to give students a set of guiding questions to use during the curriculum fair, and space to write their responses regarding the information gathered about elective choices available at WCHS.	Administrator in charge of registration	Conversations with students and parents on curriculum fair night, and observations	Observations
11	Student Athletes do not have enough time after school to get assistance if needed.	Athletic Study Hall will be used each day after school to provide time for student athletes to get assistance if needed. Students with less than a 3.0 will be required to attend Study Hall and will be assigned by a Study Hall Coordinator to the area of need based on their GPA, grades, or passing/not passing of the FCAT/EOC exams.	Athletic Director, Coaches, Instructional Assistants, Teachers	Athletic Study Hall Rosters	Athletes' testing and grade performance

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:	40% (4) of students will achieve high standards in reading proficiency according to the 2013 FCAT Florida Alternate Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Reading, 40% (4) of our students achieved proficiency and were meeting high standards, which is a 10% increase. In 2011, 30% (3) of our students achieved proficiency and were meeting high standards.	We expect to raise the percentage of students achieving high standards in reading from 40% to 60% as measured by the 2013 Florida Alternate Assessment in Reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classrooms have a wide range of students with different disabilities and learning styles.	Teachers will use more differentiation in their lesson plans.	Classroom teacher, instructional assistants, and department chair.	Review of lesson plans and routine comprehension checks.	Florida Alternate Assessment in Reading.

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:	27% of 9th graders will achieve level 4 or 5 as measured by FCAT Reading SSS test in April 2013. 30% of 10th graders will achieve a level 4 or 5 as measured by FCAT Reading SSS test in April 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 22% of 9th graders (2% increase) and 26% (10% increase) of 10th graders acheived levels 4 and 5 in FCAT Reading. In 2011, 20% of 9th graders (4% increase) and 16% (4% increase) of 10th graders achieved levels 4 and 5 in FCAT Reading.	We expect students to achieve a 5% increase in the number of 9th grade students and an 4% increase in number of 10th grade students scoring in levels 4 and 5 for FCAT Reading in 2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and staff become complacent about goals and are not sure what they are.	Create "Advertising" posters reflecting key goals and post them throughout campus. Rotate key goals on the website scroll. Post goals on the marquee.	Administration Literacy Coach Graduation Enhancement Coach	Talking with students and staff to gauge their understanding of the goals.	Test results CORE K12 data
2	High Achieving students lack recognition and celebration.	Mid year and year end celebrations to recognize honor roll kids and promotion kids at semester time.	Administration	Student morale.	Parent and student feedback
3	Students need to be encourage to speak "college" and "post secondary."	11th and 12th graders are provided with Princeton Review assembly	Career Specialist, Guidance	ACT, SAT, Princeton Review sign-ups	Higher post-secondary entrance from Seniors
4	Offering higher level extended learning opportunities to students achieving high standards.	Reading Boot Camp, Writing Boot Camps (during and after school) and ACT Boot Camp	Administration, Literacy Specialist, Media Specialist	Student response/sign-up for extended learning opportunities.	Attendance monitoring of extended learning opportunities
	High Achievers lack extended practice time with their skills and lack a means to apply their knowledge.	Wildcat Pride Pack Leaders are upperclassmen who excel academically and are placed in 9th grade	Wildcat Pride Pack Advisor	Observations walk throughs 9th grade grades	eSembler

5		classes to act as peer tutors, thus providing them with practical applications of their knowledge and reinforcing it.			
6	Students need more access to SAT and ACT in a familiar environment	Advertise ACT and SAT opportunities on campus to all students.	Career Specialist	Student sign ups and scores	test scores
7	Students need practice opportunities for ACT and SAT.	Add afternoon and evening bootcamps to practice for ACT and SAT.	Career Specialist	Student participation.	Test scores.
8	Students unaware that we allow students to bring ipads and nooks to school to use during day.	Advertise to students via website and TV program that nooks, ipad, are allowed at school to encourage reading.	Technology Specialist, TV Production Web Master	Number of registrations, conversations with students and teachers	Observations, monitoring the number of electronic device registrations.
9	All students, including incoming 8th graders need to gather information during registration about elective course offerings & need practice with writing.	Utilize curriculum night as an opportunity to give students a set of guiding questions to use during the curriculum fair, and space to write their responses regarding the information gathered about elective choices available at WCHS.	Administrator in charge of registration	Conversations with students and parents on curriculum fair night, and observations	observation
10	Student Athletes do not have enough time after school to get assistance if needed.	Athletic Study Hall will be used each day after school to provide time for student athletes to get assistance if needed. Students with less than a 3.0 will be required to attend Study Hall and will be assigned by a Study Hall Coordinator to the area of need based on their GPA, grades, or passing/not passing of the FCAT/EOC exams.	Athletic Director, Coaches, Instructional Assistants, Teachers	Athletic Study Hall Rosters	Athletes' testing and grade performance

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:	40% (4) of students will achieve high standards in reading proficiency according to the 2013 FCAT Florida Alternate Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Reading, 40%(4) of our students achieved proficiency and were meeting high standards, which is a 10% increase. In 2011, 30% (3) of our students achieved proficiency and were meeting high standards.	We expect to raise the percentage of students achieving high standards in reading from 40% to 60% as measured by the 2013 Florida Alternate Assessment in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classrooms have a wide range of students with different disabilities and learning styles.	Teachers will use more differentiation in their lesson plans.	Classroom teacher, instructional assistants, and department chair.	Review of lesson plans and routine comprehension checks.	Florida Alternate Assessment in Reading.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	59% of students will make learning gains in reading as measured by the FCAT SSS Reading test in April 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 FCAT, 54% of our students made learning gains in reading, which is equal to what our students achieved on the 2011 FCAT.	We expect to increase the percentage of students making learning gains on the 2013 FCAT by 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	Students and staff become complacent about goals and lack awareness of them.	Create "Advertising" banners to prominently display goals throughout campus. Scroll key goals on the website.	Administration	Talk with students and staff to gauge their understanding of goals.	Test results
2	Students need incentives to attach immediate rewards to improvements in test taking	Offer incentives for students passing and also for students moving up 1 and 2 levels on each test.	Administration	Number of students making learning gains	Test Results
3	Students becoming complacent after making gains in reading, not setting expectations higher	Award incentives to students who achieve learning gains and improve from one FCAT to the next.	Administration, Literacy Coach	Monitor increase in scores on FCAT	FCAT
4	Offering extended learning to students achieving proficiency	Extended School Day, Boot Camps, Tutoring Sessions, ACT Boot Camp	Administration, Literacy Specialist, Teachers	Student response/sign-up for extended learning opportunities.	Attendance monitoring of extended learning opportunities
5	Students in reading classes being motivated to improve personal best.	Conference with students to set individual goals for improvement using last year's test records. Identify new courses for juniors and seniors to move into once they pass Retake in October.	Reading teachers, Reading Coach, Media Specialist, Guidance Counelors	Data review of Retakes for students eligible for schedule change at semester due to passing scores.	Schedule changes
6	Student Athletes do not have enough time after school to get assistance if needed.	Athletic Study Hall will be used each day after school to provide time for student athletes to get assistance if needed. Students with less than a 3.0 will be required to attend Study Hall and will be assigned by a Study Hall Coordinator to the area of need based on their GPA, grades, or passing/not passing of the FCAT/EOC exams.	Athletic Director, Coaches, Instructional Assistants, Teachers	Athletic Study Hall rosters	Athletes' testing and grade performance
7	Students do not have enough rigor in their schedules to support literacy	Keep World History and World History Honors to the 9th grade adding an academic course to the 9th grade year	Administration	Master Schedule Review	Student performance on Reading FCAT
8	Students aren't aware of our policy to allow nooks and ipads on campus.	Advertise ability to register ipad/nook on campus to use throughout day.	Technology Specialist, TV Production teacher	Conversations with students and teachers, observations	Number of electronic device registrations, observations

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:	60% (6) of students will make learning gains in reading proficiency according to the 2013 FCAT Florida Alternate Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Reading, 60%(6) of our students made learning gains and were meeting high standards, which is a 30% increase. In 2011, 30% (3)of our students made learning gains and were meeting high standards.	We expect to raise the percentage of students making learning gains in reading from 60% to 80% as measured by the 2013 Florida Alternate Assessment in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are working with new teachers or change teachers and must adapt.	As a department create common lesson plans that can be used in all ESE reading courses for consistency purposes.	Classroom teacher, instructional assistants, behavior specialist, and ESE Department Chair.	Review of lesson plans and results of comprehension checks.	Florida Alternate Assessment in Reading, progress reports, report cards, and quarterlies.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	62% of our lowest quartile students will make learning gains in Reading as measured by the FCAT SSS Reading test in April 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 FCAT, 58% ofour lowest 25% made learning gains in reading, which is a 5% increase from our 2011 performance.In 2011 FCAT, 53% of our lowest 25% made learning gains in reading, which is was a 13% increase from our 2010 performance.	We will see a 4% increase in reading gains in our lowest 25% as measured by FCAT.

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 and staff are unaware of goals and become complacent.	Create "Advertising" posters to prominently display goals throughout campus. Scroll key goals on the website.	Administration	Conversations with students and staff.	Test results
2	Students are not motivated to do best on retake exams.	Use "No Boundaries" program (mentoring program) to provide specific and timely encouragement to students getting ready to take retakes.	teachers	retake performance	test results
3	Behavior of lowest 25% causes them to miss classroom instruction.	Behavior Improvement plans implemented with fidelity to keep frequent offenders in class and on task.	Behavior Specialists Administration	Monitor discipline referrals and behavior plan implementation.	Behavioral Detentions and Behavior Plan for 9th grade
	Not enough supports in	APEX program used to	Graduation	Quarter & Semester	Grade Reports

4	place for lowest level learners, causing them to lose interest and disengage.	assist students during school day to recoup credits. This will build self esteem and assist them with getting back on track.	Enhancement Coach, Graduation Enhancement Counselor	Grade Reports		
5	Connecting disengaged learners in lowest quartile	Homerooms added with club day each month. Students unable to stay after school will have a new way to connect with our school	Administration	Club sign-ups	Club membership lists	
6	Students in athletics who have not passed FCAT and need extra support, but have conflicts with practice & tutoring	Study Halls set up by specific subject areas, including reading. Students who have not passed the reading FCAT will be placed with a reading endorsed teacher for extra FCAT skills practice.	Reading endorsed teacher, Study Hall Coordinator, Coach, Administration	Attendance in study hall, improvement in FCAT reading scores.	Test Results	
7	All students, including incoming 8th graders need to gather information during registration about elective course offerings & need practice with writing.	Utilize curriculum night as an opportunity to give students a set of guiding questions to use during the curriculum fair, and space to write their responses regarding the information gathered about elective choices available at WCHS.	Administrator in charge of registration	Conversations with students and parents on curriculum fair night, and observations	Observations	
8	Students are unaware of policy that allows them to bring nooks/ipads to school to use.	Advertise this ability on website and via TV news program.	Technology Specialist, Teachers	Number of registrations, conversations with students and teachers	Observations, monitoring the number of electronic device registrations.	
9	October retake scores last year were lower than normal because students were not used to taking the computerized version of the reading FCAT.	Intensive reading classes, and R180 classes will be scheduled into the computer lab twice each week to practice with FCAT Explorer to become familiar with reading and answering FCAT questions online.	Literacy Specialist, Administration, Reading teachers	Student surveys/observations, and scores on FCAT Explorer.	Improved FCAT scores on October retakes.	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	5A : In 2010-2011, WCHS had a 52% reading proficiency rate. In 2011-2012 we showed no increase in proficiency maintaining 52% proficiency. We expect to show an 8% increase by 2012-2013.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	60%	64%	68%	72%	

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:	57% or fewer percent of Hispanic students will be below grade level according to the FCAT SSS Reading test. 48% or fewer White students will test below grade level in the FCAT SSS Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to the 2011 AYP report, our White and Hispanic students did not make AYP in reading. According to the 2011 AYP report 79% scoring at or above grade level in reading is as follows: White 49%, and Hispanic 38%. The percentage of students scoring below grade level in reading is as follows: White 51% (a decrease from 54% in 2010)and Hispanic 62% (a decrease from 65% in 2010).The percentage of White students to be on track to be proficient in reading is 47%, while Hispanic students are at 38%.	We expect to continue to reduce the percentage of students in each ethnicity area who are below grade level in reading by 5% in Hispanics and 3% in Whites.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of goals and become complacent.	Create "Advertising" posters to prominently display goals throughout campus. Post key goals on the marquee. Scroll key goals on the website.	Administration Literacy Coach Graduation Enhancement Coach	Conversations with students and staff.	CORE K 12 Test results
2	Students not feeling celebrated for achieving high academic success	Award points per grade level to pep rally points for highest proficiency and increases in proficiency on school-wide reading pre/post tests.	Administration Literacy Coach	Monitor increase in scores on monthly reading pre/post tests.	Monthly reading pre/post tests.
3	Promoting high student achievement	Paint 4 thermometers in cafeteria to be updated once per month. One per grade level and class color, to be used towards pep rally points.	Administration Student Govt	Monitor increase in scores on monthly reading pre/post tests.	Monthly reading pre/post tests.
4	Students are not reading enough books and print materials	Wildcat Reader Rewards program. Students earn points and rewards for reading/completing books.	Media Specialist	Observation Media Circulation reports	Media circulation reports, number of rewards given away
5	Students need more rigor in their schedule to improve Literacy skills	Continue to offer World History and World HIstory Honors to 9th grade to maintain rigor.	Administration	Master Schedule	FCAT Reading scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	33% of our English Language Learners will score satisfactory in Reading as measured by the FCAT SSS Reading test in April 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 FCAT, 5% of our English Language Learners scored satisfactory in reading, which is a 15% decrease from our 2011 performance.	We will see a 28% increase in English Language Learners scoring satisfactory on the FCAT reading test in April 2013.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and Staff become complacent because they are unaware of goals.	Create "Advertising" posters to prominently display goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach	Discussions with students and staff to gauge understanding of goals.	Test 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	29% of Students with Disabilities will be on track to be proficient in Reading as measured by the FCAT SSS Reading test in April 2012. 30% of Students with Disabilities will score in the "79% scoring at or above grade level in reading" as measured by the FCAT SSS Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2011 AYP report, 24% of Students with Disabilities are on track to be proficient in reading. 25% of Students with Disabilities are scoring in the "79% scoring at or above grade level in reading, and 75% of Students with Disabilities are below grade level in reading. According to the 2011 AYP report the percent of Students with Disabilities below grade level in reading decreased from 2010 to 2011 from 76% to 75%, a decrease of 1%. In 2010 the percentage of Students with Disabilities in the "72% scoring at or above grade level in reading" was 24%. This was an increase of 5%. We had a higher percentage of students in this group achieve a higher standard of expectations. The percentage of Students with Disabilities who are on track to be proficient in reading decreased by 2% from 26% in 2010 to 24% in 2011.	We expect to increase the percentage of Students with Disabilities who are on track to be proficient in reading by 5%. We also expect to increase the percentage of Students with Disabilities who are in the "79% scoring at or above grade level in reading" by 5%. We will also continue to decrease the percentage of Students with Disabilities who are below grade level in reading by 5% in 2012.

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 and staff are unaware of goals and become complacent.	Create "Advertising" type posters to prominently display the goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach Graduation Enhancement Coach Support Facilitator	Discussions with students and staff to gauge understanding of goals.	Test results
2	Students become complacent after making gains and do not raise their expectations	Award points per grade level to pep rally pts for highest proficiency and increases in school-wide reading pre/post tests.	Administration Literacy Coach	Monitor increase in scores on monthly pre/post test	Monthly reading pre/post tests
3	Offer extended learning activities to students who need more practice	Extended School Day	Administration Literacy Coach	Students sign ups for Extended School Day	Attendance monitoring of Extended School Day
4	Student athletes do not have enough time after school to get assistance if needed	Athletic Study Hall - mandatory every day there is practice.	Athletic Director Coaches	Athletic Study Hall rosters	Athlete grades and testing performance
5	Students need more rigor in their schedules to improve Literacy skills	Continue to offer World History and World History Honors in 9th grade.	Administration	Master Schedule	FCAT Reading scores
6	Teachers are not aware of common students and their needs	Create teams of 9th grade core courses with common planning to provide an avenue for sharing information about students	9th grade Administrator	Master Schedule	Student Attendance, Discipline, and grade data
7	SWD learn in a variety of ways and need differentiated strategies to engage them.	The service delivery model will be enhanced to accommodate a variety of learning strategies for surthrival.	ESE Department Chair	Weekly ESE Data Chats	Grades, learning lab reports and usage rates.

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:			As measured by the 2012 FCAT, only 65% of Students who are Economically Disadvantaged will be below grade level in reading. 35% of Students who are Economically Disadvantaged will score in the "79% scoring at or above grade level in reading". 38% of students who are Economically Disadvantaged will be on track to be proficient in reading.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2011 AYP report, the percentage of Students who are Economically Disadvantaged who are below grade level in reading is 68%. The percentage of Students who are Economically Disadvantaged in the "79% scoring at or above grade level in reading" was 32%. The percentage of Students who are Economically Disadvantaged who are on track to be proficient in reading was 33%. According to the 2011 AYP report the percent of Students who are Economically Disadvantaged below grade level in reading decreased from 2010 to 2011 from 70% to 68%, a decrease of 2%. The percentage of Students who are Economically Disadvantaged who are on track to be proficient in reading increased by 4% from 29% in 2010 to 33% in 2011.	We expect to decrease the percentage of Students who are Economically Disadvantaged who are below grade level in reading by 3%. We also expect to increase the percentage of Students who are Economically Disadvantaged in the "79% scoring at or above grade level in reading" by 6%. We will also continue to increase the percentage of Students who are Economically Disadvantaged who are on track to be proficient in reading by 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	Students and staff are unaware of goals and become complacent.	Create "Advertising" posters to prominently display goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach	Conversations with students and staff to gauge understanding.	Test Results.
2	Students need extended time to practice skills outside of class.	Extended School Day will be offered to provide additional practice and support.	Administration Literacy Coach	Student sign up/attendance for Extended School Day	Attendance monitoring of extended learning
3	Student Athletes do not have enough time after school to get additional assistance if needed.	Athletic Study Hall will be used each day after school to provide time for student athletes to get assistance if needed.	Athletic Director Coaches	Athletic Study Hall Rosters	Athletes grades and testing performance
4	Low SES students not attending school due to lack of school supplies/clothes.	Increase promotion of ABC program and Free/Reduced lunch applications within school and community.	ABC coordinator, Administration	Student/family sign-ups for ABC program and F/R lunch	Data collection comparison from 2011 to 2012
5	Lack of exposure to technology	Increase student use of technology within the classroom	Teachers	Observations, Lesson Plans	Observations, Lesson Plans

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Wildcat Reader Rewards	Incentives	Media Funds	$500.00
Reading Bootcamp	Increased reading scores	Curriculum Development Funds	$450.00
Common Core Coordinator Training	Train teachers on the use of Common Core to increase literacy	Curriculum Development Funds	$1,000.00
			Subtotal: $1,950.00
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
Common Core Training	WCHS Literacy Team teaches staff how to incorporate the Common Core into their lessons.	Staff Development for inservice points	$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: $1,950.00

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:	85% of students will achieve high standards in listening & speaking proficiency according to the 2013 CELLA test.

2012 Current Percent of Students Proficient in listening/speaking:

According to the 2012 CELLA, 79%(23) of our students achieved proficiency in listening & speaking.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Out-of-Field Teachers not trained	Hire Highly Qualified Teachers	Principal/Assistant Principals	Teacher Evaluation, Walkthroughs	FCAT Reading & Writing
2	Limited Access to language support	ESOL resource teacher to coach classroom	ESOL Department	CELLA Data	FAIR testing

				teachers	
3	Language Barrier	Additional Language Support (Instructional Assistant)	Principal	Utilize walkthroughs and review lesson plans	CELLA Test (Listening/Speaking, Reading, & Writing)

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:	30% of students will achieve high standards in reading proficiency according to the 2013 CELLA test.

2012 Current Percent of Students Proficient in reading:

According to the 2012 CELLA, 17%(5) of our students achieved proficiency in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Additional Language Support(Instructional Assistant)	Principal	Utilize Walkthroughs and review lesson plans.	CELLA (Listening/Speaking, Reading, Writing)
2	Out-of-Field Teachers not trained	Hire Highly qualified teachers	Principal & Assistant Principal	Teacher Evaluations and walkthroughs	FCAT Reading & Writing test
3	Limited Access to Language Support	ESOL Reource teacher to coach teachers	ESOL Department	CELLA Data	FAIR

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

3. Students scoring proficient in writing. CELLA Goal #3:	45% of students will achieve high standards in writing proficiency according to the 2013 CELLA test.

2012 Current Percent of Students Proficient in writing:

According to the 2012 CELLA, 38%(11) of our students achieved proficiency in writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Additional Language Support (Instructional Assistant)	Principal	Utilize Walkthroughs and review lesson plans	CELLA (Listening/Speaking, Reading, & Writing)
2	Out of Field teachers are not trained	Hire Highly Qualified Teachers	Principal & Assistant Principal	Teacher Evaluations & Walkthroughs	Florida Writes
3	Limited Access to Language Support	ESOL Resource Teacher to coach teachers	ESOL Department	CELLA Data	Teacher Assessments

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	50% (5) of students will achieve high standards in Math proficiency according to the 2013 FCAT Florida Alternate Assessment Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Math, 50% (5) of our students achieved proficiency and were meeting high standards, which is a 6% decrease. In 2011, 56% (5) of our students achieved proficiency and were meeting high standards.	Math Proficiency on the 2013 Florida Alternate Proficiency will increase from 70% to 80%.

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 students will be taking a math course this year.	Expose all students to general math concepts in Career Prep, Career Experience, daily classroom activities, and CBI.	Classroom teachers, and department chairs review lesson plans.	Comprehension checks in class and weekly/monthly graded assignments/activities.	Florida Alternate Assessment Report, progress reports, report cards, and quarterlies.
2	New teachers not familiar with Alternate Assessment or Math Curriculum.	Mentoring & teaming teacher with common planning.	Department chair and Assistant Principal.	Data Chats, Mentor Meetings, and department Meetings.	Data Chat Cycle, Mentor logs, and Department Meeting Minutes.

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:	20% (2) of students will achieve high standards in Math proficiency according to the 2013 FCAT Florida Alternate Assessment Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Math, 20%(2) of our students achieved proficiency at or above Level 7 and were meeting high standards, which is a 13% decrease. In 2011, 33% (3) of our students achieved proficiency and were meeting high standards.	Math Proficiency on the 2013 Florida Alternate Proficiency will increase from 70% to 80%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need more differentiation to increase extension activities for students.	More focus on DI/Extension activities for teachers: Book Study with DI resources)	Department Chair & Assistant Principal reviewing lesson plans.	Data Chats, Department Meetings, and DI training for teachers who need it.	Data Chat Cycle, department meeting minutes, and follow-up DI activity.
2	Not all students will be taking a math course this year.	Expose all students to general math concepts in Career Prep, Career Experience, daily classroom activities,	Classroom teachers, and Department chairs review lesson plans.	Comprehension checks in class and weekly/monthly graded assignments/activities.	Florida Alternate Assessment Report, progress reports, report cards, and

			and CBI.		quarterlies.
3	New Teachers not familiar with Alternate Assessment or Math Curriculum.	Mentoring & teaming teachers with common planning.	Department chair and Assistant Principal.	Data Chats, Mentor Meetings, and department meetings.	Data Chat Cycle, Mentor Logs, and Department Meeting Minutes.

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:	40% (4) of students will make learning gains in math proficiency according to the 2013 FCAT Florida Alternate Assessment Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Math, 40%(4) of our students made learning gains and were meeting high standards, which is a 18% increase. In 2011, 22% (2)of our students made learning gains and were meeting high standards.	We expect to raise the percentage of students making learning gains in math from 40% to 50% as measured by the 2013 Florida Alternate Assessment in Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are working with new teachers or change teachers and must adapt.	As a department create common lesson plans that can be used in all ESE Math courses for consistency purposes.	Classroom teacher, Instructional Assistant, behavior specialist, and ESE department chair.	Review of lesson plans and results of comprehension checks.	Floridan Alternate Assessment in Math, progress reports, report cards, and quarterlies.

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:	50% of Algebra 1 students will score at achievement level 3 as measured by the 2013 Algebra 1 subject area EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% of students scored at achievement level 3 on the 2012 Algebra 1 subject area EOC.	We expect to raise the percentage of students achieving high standards on the Algebra 1 subject area EOC from 42% to 50% as measured by the 2013 Algebra 1 EOC.

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 and staff become complacent about goals and are not sure what they are or what their progress is towards them.	Create "Advertising" banners reflecting key goals and post them throughout campus. Rotate key goals on the website scroll.	Administration	Talking with students and staff about the goals.	Test results CORE K 12

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Students who are on track lack celebrations and recognition.	Mid year and year end celebrations to recognize students on honor roll and students who are promoted at semester. Celebrate End of Course Exam results.	Administration	Student morale.	Parent and student feedback.
3	Teachers lack knowledge and skills in technology and in interpretation of test results.	Offer teacher to teacher trainings targeting edmodo, new laptops, new ipad & Nook labs, and other technology resources, to foster teacher leadership and raise skill levels of other teachers. Utilize planning days or grade level/faculty meetings and have presentations done by peer teachers to create interest and lure hesitant participants.	Administration, Lead Literacy Team	Classroom observations, lesson plans, student work samples	Student and teacher feedback. Classroom assignments.
4	Students lack skills to promote mastery	Initiate new grading policy within mathematics classrooms with focus on mastery. Students may retake any test or quiz by attending tutoring.	Math Department	Algebra 1 and Geometry EOC results	EOC's
5	Need to monitor progress within curriculum of each department on goals	Wildcat Data Chats, which are departmentally structured, based on at least one of 3 focus areas (students monitoring own progress, content mastery, or technology).	All teachers and Administration	Lesson plans, performance on EOC's, FCAT, FCAT writes	EOC's, FCAT, FCAT Writes
6	Student mastery of tested benchmarks.	Have students practice a skill of the week during after school math study hall.	All Algebra 1 teachers.	Classroom comprehension checks and assessments.	Algebra 1 Subject Area EOC.
7	Parents understanding of the state math requirements and how the EOC affects their child.	Use Parent University meetings to inform parents.	Department Chair and Administration.	Parent feedback through parent contact.	Parent 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. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	20% of Algebra 1 students will score at or above achievement level 4 as measured by the 2013 Algebra 1 subject area EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% of students scored at or above achievement level 4 on the 2012 Algebra 1 subject area EOC.	We expect to raise the percentage of students achieving high standards on the Algebra 1 subject area EOC from 13% to 20% as measured by the 2013 Algebra 1 EOC.
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 need to be	11th and 12th graders	Career Specialist,	ACT, SAT, Princeton	Higher post-

1	encourage to speak "college" and "post secondary."	are provided with Princeton Review assembly	Guidance	Review sign-ups	secondary entrance from Seniors
2	Student mastery of tested benchmarks.	Have students practice a skill of the week during after school math study hall.	All Algebra 1 teachers.	Classroom comprehension checks and assessments.	Algebra 1 Subject Area EOC.
3	Parents understanding of the state math requirements and how the EOC affects their child.	Use Parent University meetings to inform parents.	Department Chair and Administration.	Parent feedback through parent contact.	Parent Survey.
4	Student motivation and increased extended thinking skills.	Infuse Differentiated Instruction into Algebra 1 classes.	Algebra 1 teachers.	Classroom assessments, activities, and projects.	Algebra 1 subject area EOC.

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 #
	In 2010-2011, WCHS had a 34% mathematics proficiency rate. In 2011-2012 we showed 65% proficiency, an increase of 31%. We expect to have at least 45% proficient in 2012-2013.
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	45%	51%	56%	62%	

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:	35% of student subgroups by ethnicity are not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of student subgroups by ethnicity are not making satisfactory progress in Algebra 1. In 2011, 66% were not making satisfactory progress.	We expect to maintain at least 45% of student subgroups by ethnicity show satisfactory progress in Algebra 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	Students are unaware of goals and become complacent.	Create "Advertising" posters to prominently display goals throughout campus. Post key goals on the marquee. Scroll key goals on the website.	Administration Literacy Coach Graduation Enhancement Coach	Conversations with students and staff.	CORE K 12 Test results

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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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	67% of English Language Learners are not making satisfactory progress in Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% of ELL students did not make satisfactory progress in Algebra 1 showing an 8% decrease as compared to 2011. In 2011, 75% did not make progress.			We expect English Language Learners to reduce the percentage of not making progress in Algebra 1 to 62% by May of 2013.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and Staff become complacent because they are unaware of goals.	Create "Advertising" posters to prominently display goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach	Discussions with students and staff to gauge understanding of goals.	Test 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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	60% of Students with Disabilities are not making satisfactory progress in Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of Students with Disabilities did not make progress in Algebra 1, which is a 16% improvement from 2011. In 2011, 76% did not make progress.	By May of 2013, we expect to have no more than 63% of Students with Disabilities not making satisfactory progress in Algebra 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	Students and staff are unaware of goals and become complacent.	Create "Advertising" type posters to prominently display the goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach Graduation Enhancement Coach Support Facilitator	Discussions with students and staff to gauge understanding of goals.	Test 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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	44% of our Economically Disadvantaged Students are not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 44% of our Economically Disadvantages Students did not make progress in Algebra 1 compared to 69% in 2011. This was a 25% decrease.	By May 2013, we expect to have at least 43% of our Economically Disadvantaged Students showing satisfactory progress in Algebra 1, meaning only 57% would not make progress.

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
	Students and staff are unaware of goals and	Create "Advertising" posters to prominently	Administration Literacy Coach	Conversations with students and staff to	Test Results.

	become complacent.	display goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.		gauge understanding.	
1					

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	45% of Geometry students will score at achievement level 3 as measured by the 2013 Geometry subject area EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of students scored at achievement level 3 on the 2012 Geometry subject area EOC.	We expect to raise the percentage of students achieving high standards on the Algebra 1 subject area EOC from 32% to 45% as measured by the 2013 Geometry EOC.

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 and staff become complacent about goals and are not sure what they are or what their progress is towards them.	Create "Advertising" banners reflecting key goals and post them throughout campus. Rotate key goals on the website scroll.	Administration	Talking with students and staff about the goals.	Test results CORE K 12
2	Students who are on track lack celebrations and recognition.	Mid year and year end celebrations to recognize students on honor roll and students who are promoted at semester. Celebrate End of Course Exam results.	Administration	Student morale.	Parent and student feedback.
3	Teachers lack knowledge and skills in technology and in interpretation of test results.	Offer teacher to teacher trainings targeting edmodo, new laptops, new ipad & Nook labs, and other technology resources, to foster teacher leadership and raise skill levels of other teachers. Utilize planning days or grade level/faculty meetings and have presentations done by peer teachers to create interest and lure hesitant participants.	Administration, Lead Literacy Team	Classroom observations, lesson plans, student work samples	Student and teacher feedback. Classroom assignments.
4	Students lack skills to promote mastery	Initiate new grading policy within mathematics classrooms with focus on mastery. Students may retake any test or	Math Department	Algebra 1 and Geometry EOC results	EOC's

		quiz by attending tutoring.			
5	Need to monitor progress within curriculum of each department on goals	Wildcat Data Chats, which are departmentally structured, based on at least one of 3 focus areas (students monitoring own progress, content mastery, or technology).	All teachers and Administration	Lesson plans, performance on EOC's, FCAT, FCAT writes	EOC's, FCAT, FCAT Writes
6	Student mastery of tested benchmarks.	Have students practice a skill of the week during after school math study hall.	All Geometry Teachers.	Classroom comprehension checks and assessments.	Geometry Subject Area EOC.
7	Parents understanding of the state math requirements and how the EOC affects their child.	Utilize the school website and Open House to keep parents informed.	Department Chair and AP over Math Department.	Parent Feedback through Parent contacts.	Parent Survey
8	Student Motivation and increased extended thinking skills.	Infuse Differentiated Instruction into Geometry Classes	Geometry Teachers	Classroom assessments, activities, and projects.	Geometry Subject Area EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	15% of Geometry students will score at or above achievement level 4 as measured by the 2013 Geometry subject area EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% of students scored at or above achievement level 4 on the 2012 Geometry subject area EOC.	We expect to raise the percentage of students achieving high standards on the Geometry subject area EOC from 8% to 15% as measured by the 2013 Geometry EOC.

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 need to be encourage to speak "college" and "post secondary."	11th and 12th graders are provided with Princeton Review assembly	Career Specialist, Guidance	ACT, SAT, Princeton Review sign-ups	Higher post-secondary entrance from Seniors
2	Student Mastery of tested benchmarks	Have students practice a kill of the week during after school math study hall	All Geometry Teachers	Classroom comprehension checks and assessments	Geometry Subject EOC
3	Parents understanding of the state math requirements and how the EOC affects their child.	Utilize the school website and Open House to keep parents informed.	Department Chair & AP over Math Department	Parent feedback through parent contacts.	Parent survey.
4	Student motivation and increased extended thinking skills.	Infuse Differentiated Instruction into Geometry Classes.	Geometry teachers.	Classroom assessments, activities, and projects.	Geometry Subject Area EOC.

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	Geometry Goal # In 2010-2011, WCHS had a 34% mathematics proficiency rate. In 2011-2012 we showed 65% proficiency, an increase of 31%. We expect to have at least 45% proficient in 2012-

50%. 3A : 2013.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	51%	56%	62%	

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:	35% of student subgroups by ethnicity are not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of student subgroups by ethnicity are not making satisfactory progress in Geometry. In 2011, 66% were not making satisfactory progress.	We expect to maintain at least 45% of student subgroups by ethnicity show satisfactory progress in Geometry.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of goals and become complacent.	Create "Advertising" posters to prominently display goals throughout campus. Post key goals on the marquee. Scroll key goals on the website.	Administration Literacy Coach Graduation Enhancement Coach	Conversations with students and staff.	CORE K 12 Test 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	67% of English Language Learners are not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of ELL students did not make satisfactory progress in Geometry showing an 8% decrease as compared to 2011. In 2011, 75% did not make progress.	We expect English Language Learners to reduce the percentage of not making progress in Geometry to 62% by May 2013.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and Staff become complacent because they are unaware of goals.	Create "Advertising" posters to prominently display goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach	Discussions with students and staff to gauge understanding of goals.	Test 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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	60% of Students with Disabilities are not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of Students with Disabilities did not make progress in Geometry, which is a 16% improvement from 2011. In 2011, 76% did not make progress.	By May of 2013, we expect to have no more than 63% of Students with Disabilities not making satisfactory progress in Geometry.

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 and staff are unaware of goals and become complacent.	Create "Advertising" type posters to prominently display the goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach Graduation Enhancement Coach Support Facilitator	Discussions with students and staff to gauge understanding of goals.	Test 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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	44% of our Economically Disadvantaged Students are not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 44% of our Economically Disadvantaged students did not make progress in Geometry compared to 69% in 2011. This was a 25% decrease.	By May 2013, we expect to have at least 43% of our Economically Disadvantaged Students showing satisfactory progress in Geometry, meaning only 57% would not make progress.

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 and staff are unaware of goals and become complacent.	Create "Advertising" posters to prominently display goals throughout campus. Scroll key goals on the website. Post key goals on the marquee.	Administration Literacy Coach	Conversations with students and staff to gauge understanding.	Test Results.

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School tutoring	Math teachers will focus on specific subjects on different days to assist students	N/A	$0.00
EOC Remediation	Create after school remediation opportunities for students not passing EOC's	Curriculum Development Funds	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	38% (6) of students will achieve high standards in science proficiency according to the 2013 FCAT Florida Alternate Assessment Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Science, 38% (6) of our students achieved proficiency and were meeting high standards, which is a ?% increase.	Science Proficiency on the 2013 Florida Alternate Proficiency will increase from 54% to 64%.
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	Not all ESE Special Diploma Students will take a Science class during the 2012-2013 school year.	Expose all students to general science concepts through thematic units in various subject areas (Reading, English, Social Studies)	Classroom based teachers, Department Chair & or Assistant Principal who reviews lesson plans.	Comprehension checks in class, weekly/monthly collected graded assignments/activities	Alternate Assessment report, progress reports, report cards, and quarterlies.
2	New teachers not familiar with Alternate Assessment or Science Curriculum	Mentoring and teaming teacher with common planning.	Department Chair and Assistant Principal	Data Chats, Mentor Meetings, and Department meetings	Data Chat Cycle, Mentor logs, and Department Meeting Minutes.

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:	19% (3) of students will achieve high standards in science proficiency according to the 2013 FCAT Florida Alternate Assessment Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Science, 19% (3) of our students achieved proficiency and were meeting high standards. We have no data available from 2011 for comparison purposes.	Science Proficiency on the 2013 Florida Alternate Proficiency will increase the number of students at level 7 or higher from 19% to 29%, an increase of 10%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all ESE Special Diploma Students will take a science class this year.	Expose all students to general science concepts through thematic units in various subject areas (Reading, English, Social Studies)	Classroom based teachers, department chair & or Assistant Principal who reviews lesson plans.	Comprehension checks in class, weekly/monthly collected graded assignments/activities.	Alternate Assessment report, progress reports, report cards, and quarterlies.
2	New teachers not familiar with Alternate Assessment or Science curriculum.	Mentoring and teaming teacher with common planning.	Department chair and Assistant Principal.	Data Chats, Mentor Meetings, and Department meetings.	Data Chat Cycle, Mentor logs, and Department meeting minutes.

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:	60% of 9th grade honors students and 62% of the 10th grade honors students will meet high standards in Biology. 50% of 10th grade non-honors students will also meet high standards in Biology, according to the EOC subject area tests in May 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In 2012, 54% of 9th and 10th grade honors students and 43% of non-honors students met high standards on the May EOC in Biology. In 2011 41% of students met high standards in science. 32% scored a level 3 on the April 2011 FCAT.	We expect 9th grade honors students will perform above proficiency 60% of the time, 10th grade honors students will perform above proficiency 62% of the time, and 10th grade non-honors students will score above proficiency 50% of the time according to the 2013 Biology EOC.

	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 and staff become complacent about goals and are not sure what they are or what their progress is towards them.	Create "Advertising" banners reflecting key goals and post them throughout campus. Rotate key goals on the website scroll.	Administration	Talking with students and staff about the goals.	Test results CORE K 12
2	Students who are on track lack celebrations and recognition.	Mid year and year end celebrations to recognize students on honor roll and students who are promoted at semester. Celebrate End of Course Exam results.	Administration	Student morale.	Parent and student feedback.
3	Teachers lack knowledge and skills in technology and in interpretation of test results.	Offer teacher to teacher trainings targeting edmodo, new laptops, new ipad & Nook labs, and other technology resources, to foster teacher leadership and raise skill levels of other teachers. Utilize planning days or grade level/faculty meetings and have presentations done by peer teachers to create interest and lure hesitant participants.	Administration, Lead Literacy Team	Classroom observations, lesson plans, student work samples	Student and teacher feedback. Classroom assignments.
4	Need to monitor progress within curriculum of each department on goals	Wildcat Data Chats, which are departmentally structured, based on at least one of 3 focus areas (students monitoring own progress, content mastery, or technology).	All teachers and Administration	Lesson plans, performance on EOC's, FCAT, FCAT writes	EOC's, FCAT, FCAT Writes
5	Students lack the vocabulary necessary to be successful in science.	Infuse vocabulary through increased reading of scientific articles and current events in science classes.	Science Dept. Head Science Teachers	Review of student work samples Lesson Plans Observations Walk throughs	Vocabulary tests
6	Consistency across teachers is lacking regarding standards.	Teachers will work together to utilize curriculum maps to ensure pacing and coverage of topics is equal.	Science Dept Head	Review of lesson plans, pacing Walk Throughs Data Chat discussions	Lesson Plans
7	Focus is lost with so many things to cover in so many different courses.	Teachers will work together to concentrate on scientific thinking, critical thinking skills, and scientific method	Science Dept. Head Science Teachers	Data Chat reviews of data	Common Assessments

		across courses.			
8	Students lack connectivity with content as there are no long term scientific projects.	Implement Science Fair projects to utilize scientific method and thinking over time.	Science Department	Science Fair entries Experiment data Lab reports	Science Fair
9	Not enough application of theory/ scientific concepts	4 standardized labs per course	Science Dept	Lesson plans, lab reports	Lab reports, tests

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
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Chats	Common Assessments	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	89% of students will score a 4.0 or higher as measured by Florida Writes in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 FCAT, 84% of students scored at or above the proficient level. In 2011, 69% of students scored 3.0 or higher for a 15% increase.	We expect students to continue to improve writing with an achievement level increase of 5% for 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to focus on best practices in writing, and incorporate writing into their curriculum frequently.	Teachers will continue to teach the DRAPES model and other best practices for writing across the curriculum to keep writing at the forefront throughout the school. DRAPES workshops will be offered to teachers.	Language Arts dept. heads Literacy Coach Administration	Observations, walk throughs	Student work samples
2	Students will want assistance from a subject expert.	Writing Boot Camps will once again be offered to improve writing skills of 10th grade students. Writing orientations will be held in media for 10th graders.	Literacy Coach Writing Coordinator	Invite all interested students and specifically target those who scored mid-range on 8th grade Writes test. Gather baseline writing sample at first meeting and compare with 8th grade score and final writing at end of camp. Writing orientations will be scheduled by Renee Owers for 10th grade English classes.	Writing samples and Florida Writes scores
	Non Language Arts subject areas do not	Writing Coordinator will be identified to work as	Literacy Coach, Administrator,	Review of Syllabi, Review of data chat	Student work samples, Florida

| 3 | treat writing instruction as their own. More emphasis needs to be placed on writing across the curriculum. | the Writing Liaison to all departments and to coordinate school wide writing instruction. | Writing Coordinator | learning cycles, walk throughs, observations | Writes scores |
| 4 | Students need time to practice the process of timed writing. | Language Arts and Social Studies teachers will provide multiple opportunities for timed writing to allow students to perfect the process of planning, drafting, editing, and revising. | Language Arts teachers, Social Studies teachers, Administration, Literacy Coach, Writing Coordinator | Lessons will be planned and reviewed to ensure ample opportunities for timed writing practice in both 9th and 10th grade. | Walk throughs, observations, lesson plans, student work samples |

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:	75% (3/4) of students will achieve high standards in reading proficiency according to the 2013 FCAT Florida Alternate Assessment Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the 2012 Florida Alternate Assessment in Reading, 75% (3) of our students achieved proficiency and were meeting high standards. We have no data available from 2011 for comparison purposes.	We expect to raise the percentage of students achieving high standards in writing from 75% to 100% as measured by the 2013 Florida Alternate Assessment in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students are able to express themselves in writing.	Differentiate instruction so students are required to both verbalize and write their understanding of the topic being taught.	Classroom teacher, instructional assistants, department chair.	Lesson plans, evaluation of student work on a weekly basis along with comprehension checks.	Florida Alternate Assessment Report, progress reports, report cards, and quarterlies.

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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Writing Bootcamp	10th grade students will be taught writing skills	SAC Funds	$400.00
			Subtotal: $400.00

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
DRAPES Training	New Teachers trained in use of DRAPES strategies	N/A	$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: $400.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	In an effort to prepare students to score a level 3 or higher on the US History EOC, the social studies department will increase the use of visual sources to enhance mastery of content.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	We expect 75% of our students to achieve high standards, level 3 or higher, on the U.S. History EOC in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and staff become complacent about goals and are not sure what they are or what their progress is towards them.	Create "Advertising" banners reflecting key goals and post them throughout campus. Rotate key goals on the website scroll.	Administration	Talking with students and staff about the goals.	Test results CORE K 12
2	Students who are on track lack celebrations and recognition.	Mid year and year end celebrations to recognize students on honor roll and students who are promoted at semester. Celebrate End of Course Exam results.	Administration	Student morale.	Parent and student feedback.
	Teachers lack knowledge and skills in technology and in interpretation of test	Offer teacher to teacher trainings targeting edmodo, new laptops, new ipad &	Administration, Lead Literacy Team	Classroom observations, lesson plans, student work samples	Student and teacher feedback. Classroom

3	results.	Nook labs, and other technology resources, to foster teacher leadership and raise skill levels of other teachers. Utilize planning days or grade level/faculty meetings and have presentations done by peer teachers to create interest and lure hesitant participants.			assignments.
4	Need to monitor progress within curriculum of each department on goals	Wildcat Data Chats, which are departmentally structured, based on at least one of 3 focus areas (students monitoring own progress, content mastery, or technology).	All teachers and Administration	Lesson plans, performance on EOC's, FCAT, FCAT writes	EOC's, FCAT, FCAT Writes
5	Students struggle with interpretation of graphs & charts.	Increase exposure to to graphs & charts by infusing practice activities & exercises into lesson plans regularly.	Teacher, department chair and students.	Review of lesson plans and comprehension checks.	Mini assessments, homework, and in class activities.

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	In an effort to prepare students to score a level 4 or higher on the US History EOC, the social studies department will focus on identifying main idea and using D.B.Q.'s to enhance mastery of content.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available.	We expect 30% of our students to achieve high standards, level 4 or higher, on the U.S. History EOC in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Keeping students comprehension of daily content in line with the standards.	Utilize vertical teaming and incorporate higher level pre-AP strategies into lessons (D.B.Q.'s)	Teachers and Department Chair.	Weekly/Bi-weekly assessments and or writing checks.	Chapter tests, projects, extension activities.

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.

			Target Dates	

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Developing common assessments in the format of an EOC for all year long courses in Social Studies.	U.S. History Teachers	Celeste Richter	Social Studies Department	Weekly Data Chat Meetings and additional meeting time as necessary.	Bi-Weekly Department Chair/supervising Administrator meetings, weekly data chat log, end of semester department report out.	Department chair and supervising department administrator.

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Chats	Common Assessments	N/A	$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:	95.43% of students will attend school daily during the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Our 2011 overall attendance rate was 92.43%. Our Average Attendance, sorted by demographics and grades, are as follows: 9th Asian: F - 100%, M - 90% 9th Black: F - 94.1% M - 96.5% 9th Hispanic: F - 95.34% M - 95.3% 9th Multiracial: F - 100% M - 100% 9th American Indian Male only - 100% 9th White: F - 95% M - 94.2% Total 9th grade Attendance - 95.2%	

10th Asian: F - 100% M - 100%
10th Black: F - 95.4% M - 100%
10th Hispanic: F - 93.1% M - 95.5%
10th Multiracial: F - 100% M - 88.8%
10th White: F - 91.46% M - 94.89%
Total 10th grade Attendance - 93.7%

11th Asian: F - 100%, M - 100%
11th Black: F - 96.1%, M - 94.7%
11th Hispanic: F - 95.5%, M - 91.4%
11th American Indian: F - 100% M - 66.6%
11th Multiracial: F - 85.7%, Males - 100%
11th White Females - 91.5%, Males - 93.2%
Total 11th Attendance - 92.25%

12th Asian: F - 100%, M - 100%
12th Black: F - 95%, M - 93.3%
12th Hispanic: F - 92.1%, M - 94.5%
12th American Indian: M - 100%
12th Multiracial: F - 95.8%, M - 93.6%
12th White: F - 92.8%, M - 93.6%
Total 12th Attendance - 93.5%

We expect a 3% increase in attendance rate during the 2012-2013 school year.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
157 students had Excessive Absences in 2011-2012, which is 12% of our school population (1351).	We expect the amount of students with Excessive Absences to be reduced by 3%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
According to the Level 1 discipline breakout report, 17% of level 1 offenses were tardies.	We expect the number of Students with Excessive Tardies to decrease by 3%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not participating in sports or after school activities don't feel connected to the school.	Homeroom will include a club day once a month to encourage participation in clubs during the school day.	Club Sponsors, Administration	Attendance reports	TERMS reports
2	Students lack a connection to the school and do not have personal rapport with anyone.	Homeroom will be implemented once per week to create connections between students and teachers within grade levels.	Administration	Data Review	TERMS reports
3	Students don't have a sense of urgency to get to class on time, and have excessive tardies.	To instill a sense of urgency, all teachers will employ a "Do Now" or "Bell Work" at the beginning of each class.	Administration	Administrative 5x5's	Administrative 5x5 data, Tardy Table data
4	Student and parents lack information regarding attendance policy and procedures	Attendance flyer will be posted on the website and in all teacher classrooms.	Administration	Attendance reports	Website
5	Students lack motivation to attend.	The Attendance Committee will develop incentives to recognize students for no unexcused absences.	Attendance Committee	Attendance reports	Recognition items

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
Incentives for improved attendance.	Incentives for students who improve their attendance.	Internal Funds	$100.00
			Subtotal: $100.00
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: $100.00

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:	There will continue to be no students placed in ISS, and by utilizing our school-wide discipline plan we will continue to decrease the amount of students being assigned OSS.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were no In-School Suspensions during the 2011-2012 school year, as Wesley Chapel High School does not have In School Suspension.	We expect the number of ISS suspensions to remain at 0% for the 2012-2013 school year.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were no students placed in ISS during the 2011-2012.	We expect zero students to be assigned to ISS in 2012-2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of 140 OSS suspensions in 2012, and 197 OSS suspensions in 2011 - a 7% decrease in out-of-school suspensions.	We expect OSS suspensions to drop by 5% in 2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
179 students were suspended out of school in 2011-2012.144 students were suspended out of school in 2010-2011. This is an increase of 35 students or 8%.	We expect the number of students suspended OSS to drop by 10% in 2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students receiving OSS can be reduced further.	Discipline rubrics were reworked to offer other consequences reducing amount of time on OSS and increasing time in class.	Administration	Monitor discipline referrals and alternate consequences	Discipline referral data
2	Students in 9th grade can have an excessive number of referrals and misbehaviors partly due to not having clear expectations set up front.	We will continue a 9th grade Academy to start them off on the right path by spending time before school starts in a Freshmen Only Orientation. We will also spend time during the first week of school in their content area classes setting expectations through the implementation of our "High School 101" curriculum.	9th grade Administrator, Wildcat Pride Advisory Team	Monitor attendance at Orientation Follow up on classroom presentations	Discipline referral data
3	School wide, students are not aware of the different infractions and levels. They also lack awareness of consequences by level.	Code of Conduct lessons during the first two weeks of school will focus on key discipline areas and include explanations and examples of our standards and expectations. We will also discuss consequences.	Administration	Observations Walk throughs Conversations with students	Discipline referral data
4	Teachers lack a uniform system for addressing misbehavior and assigning consequences throughout the school.	WE ARE C.A.T.S School-wide discipline plan and the STEP IT UP set of consequences will be taught during pre-planning to all staff members for full implementation during the 11-12 school year.	Student Discipline Team, Administration	Referral data	Referral data
5	Teachers need ideas and suggestions wiht regard to classroom management "from the trenches."	Teacher leader will create and deliver mini-sessions during planning week covering the topic of classroom	Administration	Referral data	Referral data

		management.			

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
Classroom Management From the Trenches	All	Sean Gaudet	Voluntary, all grade level teachers	Teacher Planning Week	Reduction in discipline referrals, increase in use of Step-it-Up consequences	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
We are CATS posters	Set of 3 posters given to each staff member to post in rooms: We are Cats, Description of CATS, and Step it Up consequences	Internal Account	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
We are CATS Powerpoint	Powerpoint created for student code of conduct meetings.	N/A	$0.00
We are CATS Powerpoint	Powerpoint created for student code of conduct meetings.	N/A	$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: $200.00

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 Dropout Rate at Wesley Chapel High School will decrease by .2% in 2012-2013.
Please refer to the percentage of students who dropped out during the 2011-2012 school year.	
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Our current drop out rate for the 2010-2011 school year was .6%.	We expect to decrease our drop-out rate by .2%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Our current graduation rate for the 2010-2011 year was 90.6%	We expect to increase our graduation rate by 2%.

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 having difficulty gaining appropriate amount of credits for graduation	Schedule students in a research class run by the Graduation Enhancement Coach. Students will be co-enrolled in an online virtual class through APEX to make up credits they are missing.	Graduation Enhancement Coaches, Administratin	Successful completion of APEX courses.	APEX Final Grades.
2	Students transitioning to high school from 8th grade and not understanding how to obtain credits or what constitutes a GPA.	Utilize 9th grade academy to ease transition to 9th grade. Suspended curriculum will be used by all core teachers in academy for first week of school to teach students about how to earn credits, what constitutes a GPA, and how a zero affects their grades.	Administration, 9th grade academy teachers, 9th grade academy chairperson	100% of incoming 9th graders earning 100% of credits for 1st semester, with average to above average GPA's.	Progress Reports, Grades, GPA
3	Students without transportation have trouble building relationships with the school.	A homeroom period will be incorporated into the school day once a month to provide an opportunity during the day for students to join clubs and activities.	Administration	Higher percentage of students involved in club activities and on-campus activities	Enrollment numbers in clubs, extra-curricular, and co-curricular activities
4	Students think they can't graduate if they don't pass the FCAT	Students who have not met the FCAT graduation requirement will be encouraged to take the ACT or SAT to earn a concordant score.	Graduation Enhancement Coach	Students who have not passed FCAT requirement will sign up to take ACT or SAT	Enrollment for SAT/ACT
5	Students unaware of GED exit option and/or Underage GED program	Our Graduation Enhancement Coaches will be trained to administer the TABE test for the underage GED program, and to advise students to take the GED test.	Graduation Enhancement Coach, Administration	Higher percentage of students TABE tested during the 2011-2012 school year	TABE test sign-ups

6	Students are not on the radar of staff early enough to offer them the above mentioned programs until it is too late.	Create an On Track/Off Track Early Warning system to identify potential issues and offer services before it is too late.	Guidance counselor and grade level administrator	On Track/Off Track data	Decreased Drop Out numbers
7	Students earn D's or F's in first semester and don't recoup the lost credit/GPA until the summer or next year	Implement Extended School Day requiring their participation to recoup credit within the same school year.	Administration	Students will demonstrate mastery of first semester content in selected courses.	Transcripts
8	Students cant get to off campus sites to take the SAT or ACT.	WCHS will host SAT and ACT tests at least 3 times per year.	Administration/Career Specialist	More WCHS students taking ACT/SAT.	Enrollment numbers in SAT/ACT tests
9	Seniors who failed 1st semester courses taking them off-track for graduation and Freshmen who failed several 1st semester courses.	Extended School Day will utilize APEX ports from our school and requested from other schools to assign these students to a two-day per week after school program to regain credits.	Administration/Graduation Enhancement Coach	Seniors and Freshmen getting back on track and earning credits after program completion.	Enrollment, attendance, grades, increase in GPA, and recovery of credits.

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
Data Chats	Mentoring Off-track & At-risk students	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	PTSA membership in 10-11 totaled 130, PTSA membership in 11-12 totaled 209 members, an increase of 79 members. Our SAC membership in 10-11 totaled 24.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Currently we have 31 members on our SAC committee, and a PTSA of 209 members.	We expect to increase our SAC committee membership by 2% and our PTSA membership by 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	Students not aware of our PTSA, specifically Seniors.	Principal purchases and provides free "spirit t-shirts" to entice enrollment in PTSA to anyone who joins. Senior homerooms are utilized to share information about PTSA scholarships and membership.	Principal, PTSA Chairperson	Active membership increases among parents, students, community members, and staff	Student Enrollment Numbers
2	Parents not aware of ways they can be involved at the school	Invite parents to Campus Clean Up events to foster a sense of belonging at school, also use list of volunteers to reach out to them and ask for assistance.	Principal PTSA Volunteer Coordinator	Feedback from parents	Attendance at events
3	Parents need information regarding post secondary options for students and aren't sure how to get it from school.	Host a College Night to provide opportunities for interactions with colleges, career schools, and the military.	Career Specialist	Review graduation exit surveys for readiness/preparation.	Attendance at event Post Secondary plan survey
4	Parents not aware of who to contact regarding grade level specific information about their child.	"Drop" newsletter in Digital Locker in eSembler to increase access for parents, since parent survey results show that 94% of parents access eSembler.	Administration	Parent survey, observation, informal surveys of parent/student groups.	Increased percentage of parent satisfaction with knowledge about WCHS.
	Parents of 9th graders are unaware of WCHS procedures and policies.	Host a Parent University on the Freshman Orientation day for parents of incoming 9th graders. Give parents information about all	Administration	Informal surveys, increased parent participation and knowledge	Surveys, observations

5		policies/procedures and host a question & answer session. Also do quarterly Parent University Sessions throughout the school year.			
6	Athletic/Academic accomplishments not celebrated in public fashion.	Create and coordinate one Athletic ceremony for the entire school year called the Catspy's. This event will celebrate all athletic accomplishments of athletes throughout the year. The Night of Excellence for Academic Awards will be combined with the Senior awards night to increase participation/attendance, and to promote information about scholarships to underclassmen.	Administration	Increased attendance at awards ceremonies, increased knowledge of student accomplishments.	Observation
7	Information regarding all of the above is difficult to disseminate.	Utilize website, Digital Locker of eSembler, marquee, local newspaper Education columns, and School Connect to open and maintain lines of communication with parents and community.	Administration Web master	Increased attendance at all events, feedback from parents	Sign in sheets, attendance, decrease in questions regarding basic information

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
PTSA Membership	Principal purchases T-shirts for each member	Internal Account	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The WCHS Automotive Service Technology Academy will make cross curricular connections in Science & Math by May of 2013.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding Math & Science teachers willing to adjust their curriculum to incorporate automotive concepts.	Meet monthly with teachers to pre-plan lessons in advance and collaborate.	Automotive teachers, identified Math & Science teachers, and assistant principal overseeing Auto Academy.	Student mastery on assessments in auto, science, and math that demonstrate cross curricular connections.	Lesson plans and student grades on specific assessments and projects.
2	Teaching math & science teachers how to use and incorporate the Automotive trainers in class as well as teach automotive concepts that they are not experts on.	Collaborative planning and teaching.	Auto teachers and identified math & science teachers.	Incorporation of trainers and auto concepts in teachers lessons shows students effectively engaged in classroom activities.	Student success on in class activities and projects.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	The CTE Department will increase student use of technology by 10%. In 2011-12 Auto used technology in lessons 35% of the the time, FCS - 10%, TV - 85%, and Teacher Assisting - 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	Availability of applicable technology	CTE classes will use MS Office Suite to enhance & summarize student learning	CTE Teachers: Auto - Hallman/Corliss TV - Willoughby FCS - Ballinger TA - TBA	Compare 2011-2012 lesson plans to 2012-2013 lesson plans for technology use	2012-2013 CTE Lesson Plans & evidence of projects/assignments that integrate technology
2	No standards have been developed to determine mastery of content.	Develop standards for each CTE class that identify and determine mastery of content through the use of technology.	CTE Content Area Teacher	Weekly Data Chats, Data Chat logs, lesson plans, classroom activities utilizing technology.	Semester Data Chat report out, projects/extension activities completed in each CTE course.

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
connect.pasco	All grades and all CTE Classes	Each subject are teacher will be responsible for their own class: Auto:Hallman/Corliss TV: Willoughby FCS:Ballinger TA - TBA	Jason Hallman	Weekly Data Chats & Monthly Department Meetings	Web Evaluations	Jason Hallman - Department Chair & Pam Willoughby - Web Master

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
To increase communication and infuse technology use on a regular basis in the classroom.	DSBPC connect.pasco web pages	Free website from the District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Wildcat Reader Rewards	Incentives	Media Funds	$500.00
Reading	Reading Bootcamp	Increased reading scores	Curriculum Development Funds	$450.00
Reading	Common Core Coordinator Training	Train teachers on the use of Common Core to increase literacy	Curriculum Development Funds	$1,000.00
Mathematics	After School tutoring	Math teachers will focus on specific subjects on different days to assist students	N/A	$0.00
Mathematics	EOC Remediation	Create after school remediation opportunities for students not passing EOC's	Curriculum Development Funds	$500.00
Science	Data Chats	Common Assessments	N/A	$0.00
Writing	Writing Bootcamp	10th grade students will be taught writing skills	SAC Funds	$400.00
U.S. History	Data Chats	Common Assessments	N/A	$0.00
Attendance	Incentives for improved attendance.	Incentives for students who improve their attendance.	Internal Funds	$100.00
Suspension	We are CATS posters	Set of 3 posters given to each staff member to post in rooms: We are Cats, Description of CATS, and Step it Up consequences	Internal Account	$200.00
Dropout Prevention	Data Chats	Mentoring Off-track & At-risk students	N/A	$0.00
Parent Involvement	PTSA Membership	Principal purchases T-shirts for each member	Internal Account	$300.00
				Subtotal: $3,450.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	We are CATS Powerpoint	Powerpoint created for student code of conduct meetings.	N/A	$0.00
Suspension	We are CATS Powerpoint	Powerpoint created for student code of conduct meetings.	N/A	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Training	WCHS Literacy Team teaches staff how to incorporate the Common Core into their lessons.	Staff Development for inservice points	$0.00
Writing	DRAPES Training	New Teachers trained in use of DRAPES strategies	N/A	$0.00
CTE	To increase communication and infuse technology use on a regular basis in the classroom.	DSBPC connect.pasco web pages	Free website from the District	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 8/30/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC will utilize funds to help pay for bootcamps in writing, math, and ACT.	$1,400.00
SAC will purchase additional technology items such as IPADS, IPODS, Graphing Calculators, etc. for students and teachers to use in the classroom.	$1,500.00

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

During the 2012-2013 school year SAC will be involved in developing additional ways to improve communication with parents and the surrounding community regarding general information about the school, events occurring at the school, as well as guidance and scholarship information. We will also be collaborating with SAC to develop strategies and skills to assist our teachers in developing their students to be college ready and have the necessary skills to be employed. SAC will continue to be instrumental in being active members with Senior Projects and making critical decisions on the best way to utilize SAC funds to meet the needs of our students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Pasco School District WESLEY CHAPEL HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	76%	69%	41%	232	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	54%	73%			127	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?	53% (YES)	66% (YES)			119	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					488	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Pasco School District WESLEY CHAPEL HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	74%	84%	39%	241	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%	72%			118	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?	40% (NO)	61% (YES)			101	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					470	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested