FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WEST FLORIDA HIGH SCHOOL/TECHNICAL

District Name: Escambia

Principal: Eric Smith

SAC Chair: Lori Anderson

Superintendent: Malcolm Thomas

Date of School Board Approval: October 16, 2012

Last Modified on: 11/2/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eric Smith	B.S. Ed, M.Ed., School Principal	13	11	School grade last eight years "A", AYP 2008
Assis Principal	Shenna Payne	B.S. Elem Ed, M.Ed.EdLeadership, Math 5-9, School Principal	7	8	School grade "A" entire tenure, AYP 2008
Assis Principal	Cody Strother	B.S. Literature, M.Ed,	3	5	School grade "A" since 2010.

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)
WFHS does not have any instructional coaches.	NA	NA			NA

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	Hire NCLB Highly Qualified Teachers; Assign consulting teacher for first year teachers; Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy); Utilize START teachers	Administration and District	2012 -2013 School Year	

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
West Florida High School has one teacher this year currently teaching out of field. West Florida High School has one teacher that received a less than effective rating.	The one teacher with less than an effective rating has been given strategies to implement, regular participation in recommended professional development along with consistent feedback and follow-up to include classroom walkthrougs and observations from local and district personnel.

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
71	2.8%(2)	14.1%(10)	28.2%(20)	31.0%(22)	38.0%(27)	69.0%(49)	7.0%(5)	7.0%(5)	22.5%(16)

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
Marjorie Stradley	Paula Petsel	Intergration of curriculum and proximity	Regular Meetings, Observations, Monthly Checklist
			Regular Meetings,

| Louise Reeves | Sarah Ingram | Subject Area and First Year Teacher | Observations, Monthly Checklist and Participation in those things needed as a result of the Start Program |
| Jeff Anderson | Michael Celis | Integration of Curriculum and Proximity | Regular Meetings, Observations, Monthly Checklist |

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

West Florida High is not a Title I School.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Eric Smith-Principal, Shenna Payne-Asst. Principal, Allison Grant-Science Teacher, Linda Quinn-Math Teacher, Rachel Simmons-Reading Teacher, Terry Thomas-Career Teacher, Laura Rainey-Reading/English Teacher, Stephanie Hurst-English Teacher, Jon Boddy-Science Teacher, Valerie Cope-Guidance Counselor, Melissa Hathcher-English Teacher, John Olson-Foreign Language Teacher, Joseph Rieland-History Teacher, Margaret Blum-Literacy Coach,Allison Grant - Science Teacher and Willie Hunter - School Social Worker

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 RtI teams meets monthly. The RtI team looks at the overall data for the school and it's essential components: assessment, instruction and parental involvement.

The general education teachers provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Our intervention specialist will identify students with disabilities and participate in the Tier process to provide support and offer strategies to the general education.

Our literacy coach with other reading coaches will identify systematic patterns of the students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

The school guidance counselors will assist in the following ways:
• Providing all students with a standards-based guidance curriculum to address universal academic, career and personal/social development
• Analyzing academic and behavioral data to identify struggling students
• Identifying and collaborating on research-based intervention strategies that are implemented by school staff
• Evaluating academic and behavioral progress after interventions
• Revising interventions as appropriate
• Referring to school and community services as appropriate
• Collaborating with administrators about RTI design and implementation

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

The role of the RtI team is to consider student performance data to identify and define learning problems, to develop interventions to solve those problems, and to evaluate the effects of the interventions on the defined problem or problems.

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.

Baseline Data: Progress Monitoring and Reporting Network(PMRN), Florida Assessment for Instruction in Reading(FAIR), Florida Comprehensive Assessment Test(FCAT).

Progress Monitoring: PMRN, CIM Assessments

Midyear: FAIR, FCAT simulation

End of Year: FAIR, FCAT

Frequency of Data Days: Twice a month of data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The RtI team will also evaluate additional staff professional development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

The RtI team will meet regularly to make sure the needs of students and teachers are being met.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Eric Smith-Principal, Shenna Payne-Asst. Principal, Beverly Bledsoe-Reading Teacher, Renee Giles-Reading Teacher, Rachel Simmons-Reading Teacher, Theresa MacNaughton-Reading Teacher, Mirah Brown-English, Louise Reeves-Math Teacher, Matthew Alford-ESE Teacher, -Career/Technology Teacher, Mark Alberda-English Teacher, Marvetta Nesbitt-Guidance Counselor, Michelle Pennington-Science Teacher

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

At West Florida High School, our Literacy Leadership Team is the Reading Leadership Team. The literacy team is made up of the reading department and one teacher from each academic area along with a career teacher. The team meets monthly and began the year with a review of the reading data and have established goals to encourage reading across the curriculum.

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

The major initiative will be to read across the curriculum. Strategies such as accessing prior knowledge before reading will be used in Integrated Science and Reading - grade 9, World History/Reading - grade 10 and through the career classes throughout all grade levels.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 8/28/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

West Florida High School's administration and teachers do believe that the responsibility of reading belongs to every teacher. Each teacher is responsible for a unit plan and daily lessons that involve strategies to make students better in the area of reading. This involves but is not limited to, first knowing both the strengths and weaknesses of each student. For this we rely on the RtI and Literacy team to work together with administration separating the school's data and presenting this data to the remainder of the faculty. Each teacher is responsible for pulling their class data from FCAT Star and working with not only administrative teams but their faculty leaders in the development of lesson plans that include differentiated instruction, mini-assessments, higher-order thinking and essential questions. Our Literacy Team will work closely this year with all teachers to

make sure that we read across the curriculum through integration and application using proven strategies that work.

*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?

Because of the number of career academies and series of courses for each academy, career and academic teachers work closely together to provide integrated coursework. Students exposure to foundational classes in each academy help them to see the relevance of the academic classes, in turn, academic classes are able to incorporate many needed employability skills into their classes such as punctuality, dependability, and communication.

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?

Because of the number of career academies and series of courses for each academy, academic and career teachers work closely together to provide integrated coursework. Students exposure in the foundational classes of each academy help them to see the relevance of the academic classes, in turn, academic classes are able to incorporate many needed employability skills into their classes such as punctuality, dependability, and communication. This summer a team of our teachers from various teacher areas including career teachers participated in an intensive currriculum improvement workshop to promote teaming and integration across curriculum. At then end of the workshop there was a developed lesson that will be implemented across our campus the first nine weeks of the school year. Follow up meetings have been scheduled that will include this year's faculty leaders with specific plans and implementations to include vocabulary, differientiated instruction and student data to make sure we are addressing our students on all levels of learning.

Postsecondary Transition

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

West Florida High School will continue to offer classes of rigor and relevance allowing us to maintain/increase our graduation rate. Our teachers will continue to participate in training and outside coursework needed to teach Honors, AP, and Dual Enrollment (DE) courses on campus. Administration in partnership with the Literacy and RtI teams will implement proven strategies based on our school's data to increase the number of students reading on grade level per state standards while increasing those students above level in reading. Our strategies will include planning across subject areas and careers to promote integration and reading across the curriculum. Our math department will continue to provide leadership in decreasing the number lower level math students. Finally, our Guidance department will continue to host parent/student workshops to ensure our students are prepared for life after high school. We are active in making sure that our students take college placement tests and that low income students can acquire a waiver for testing and application. Topics discussed include but are not limited to:
ACT/SAT, PLAN, PSAT, College Admissions, Bright Futures and other Financial Aid.

1. Number of high school graduates with standard diploma or GED:
2010- 296

2. Percent of graduates who scored at level 3 or better on the 10th grade FCAT in:
Math- 85%
Reading- 59%
Both Reading and Math- 55.2%

3. Percent of graduates who completed a college prep curriculum: 54.7%

4. Percent of graduates enrolled in Algebra I or equivalent in a Florida public school prior to 9th grade: 25.6%

5. Percent of graduates who completed at least one level 3 high school math course: 52.3%

6. Percent of graduates who completed at least one dual enrollment math course: 5.4%

7. Percent of graduates who completed at least one level 3 high school science course: 50%

8. Percent of graduates who completed at least one dual enrollment science course: 6.75%

9. Percent of students who took PSAT or PLAN two years prior to graduation year:
PSAT: 17.6%

PLAN: 97.1%
10. Percent of graduates who took the SAT or ACT:
SAT: 21.6%
ACT: 72.9%
11. Percent of graduates who took the SAT/ACT/CPT and scored at or above college-level cut scores in:
Math 70.5%
Reading 83.2%
Writing 85%

12. Percent of graduates who were eligible for the maximum Bright Futures award:
Florida Academic Scholars 4.05%
Florida Medallion Scholars 34.1%
Florida Gold Seal Vocational 1.01%

13. Percent of graduates who completed at least one AP, IB, AICE or Dual Enrollment course: 19.5%

14. Percent of graduates enrolled in a Florida public postsecondary institution in the Fall: 53.7%

15. Percent of graduates found enrolled in Independent Colleges and Universities of Florida (ICUF): 1.35%

16. Percent of graduates found enrolled in an out-of-state public or private institution in the Fall: NA

17. Percent of graduates at a:
community college in Florida 34.7%
state university in Florida 18.5%
technical education center in Florida 1.68%

18. Percent of graduates enrolled in college credit courses at a Florida public postsecondary institution earning a GPA above 2.0: 77.9%

19. Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0: 80%

20. Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:
Remedial Math (non-college credit) 58.8%
Intermediate Algebra (for elective credit only) 72.2%
Entry-level Math (for Math credit) 69.3%
Advanced Math 68.6%

21. Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:
Remedial Reading or Writing 83.3%
Freshman Comp I or II 81.3%
Other College-level English 81.7%

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:	Increase the # of students achieving proficiency (FCAT 2.0 Level 3 or higher) in reading (9th and 10th grade) by at least 1 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% grade 9 students were proficient in reading and 64% in grade 10.	2013 FCAT 2.0 will show 67% and 65% reading proficient in 9th and 10th grade FCAT 2.0

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	NA	NA	NA	NA	NA
2	Time	Bell Ringers, Unit Plans, Essential Questions, Planning Across the Curriculum Text Complexity and Close Reading	ReadingTeacher,Administration, Literacy Team	F.A.I.R Testing, FCAT Simulations	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	Na

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.	Grade 10 student percents reading at level 4 or higher will

Reading Goal #2a:	increase by at least 2 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
37% of Grade 10 students scored a level 4 or 5 in reading.	In 2013, the expected level of students scoring a level 4 or 5 in grade 9 will be at least 39%.

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	NA	NA	NA	NA	NA

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:	NA

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

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	NA	NA	NA	NA	NA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains in reading will increase by 2 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 65% of our students made learning gains in reading.	The number of students expected to make learning gains in 2013 will be 67%.

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	NA	NA	NA	NA	NA

2	Teaching Reading Strategies in classes other than Reading	Teacher planning across content areas that coordinates strategies with others	Reading team and other content area teachers	Mini-Assessments and other evaluations over time	FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
NA	NA

	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	NA	NA	NA	NA	NA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The number of students in the Lowest 25% making learning gains in reading will increase by 3 percentage points.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In the 2012 FCAT 2, 50% of the students in the lowest 25% made learning gains in reading.	It is expected that for the 2012 FCAT 2, 53% or better of the students in the lowest 25% will make learning gains 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	NA	NA	NA	NA	NA
2	Lack of interest in having reading instead of another elective of the student's choice	Differentiate instruction to keep students engaged	RtI, Literacy Team, and Reading teachers	Mini-Assessments and Evaluations over time	FCAT
3	Consistent parental-teacher communication	Parent opportunities and workshops after school hours along with steady in person and phone conferences	Administration, Reading Team, LiteracyTeam	Conference and workshop log	FCAT

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : West Florida High School will reduce the reading achievement gap by 50% by the year 2016-2017.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	69	73	77	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The number of students proficient in Reading for African-American and White students will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, 69% of the White population and 36% of the African American population scored at or above grade level in Reading.	In 2011, 72% of the White population and 39% of the African-American population will score at or above the grade level 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	NA	NA	NA	NA	NA
2	Lack of interest in reading passages similar to what they see on the test	Include reading materials that interest students, allowing them to pick topics and stories	Reading teachers and Reading Leader	Number of books selected and read by students other than those designated by the reading teacher	Reading Log

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of economically disadvantaged students reading at or above grade level will increase by 5%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Fifty-three percent economically disadvantaged students were at or above reading level.	In 2012, fifty eight percent of our economically disadvantaged students will show reading at or above grade level.			

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	NA	NA	NA	NA	NA
2	Lack of needed strategies for independent reading	Professional development of differentiated instruction and CRISS	CRISS trainer, Literacy team, Administration	lesson plans, classroom walk-throughs	FCAT simulations, Progress Monitoring and FCAT

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
Differentiated instruction	Teacher resources	SAI	$2,000.00
Text complexity/close reading	Teacher resources	SAI	$1,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Planning across the curriculum	Planning days for teachers	SAI	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,000.00

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:	N/A			
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	N/A				
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:	NA				
2012 Current Percent of Students Proficient in writing:					
NA					
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	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

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

	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	NA	NA	NA	NA	NA

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83	85	87	89	91	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	No subgroup data has been given
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	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	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	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	NA	NA	NA	NA	NA

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

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

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	No subgroup data has been given.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	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	NA	NA	NA	NA	NA

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:	West Florida High School had 56% (124) of the students with an achievement level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty two percent of the ninth grade students (97) and 42% (27) of the tenth grade students testing scored an achievement level of 3.	Between 9th and 10th grade, the average of students scoring an achievment level three will increase by at least two percentage points.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
<tr><td>2</td><td>Making sure the pacing guide is covered with students making at or above proficient progress along the way.</td><td>Regular homework checks for accuracy and not just completion, mini-assessments and student input</td><td>Teachers, Department Chair and admin</td><td>Assessment grades both minor and major.</td><td>Classroom assessment grades and the Algebra EOC.</td></tr>
</table>

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:	West Florida High School had 21% (67) of the students taking the Algebra EOC score at an achievement level of 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifteen percent (47) of students testing scored a level 4 and six percent (20) scored a level 5 on the Algebra EOC.	The level of students scoring at a level 4 or higher will increase by at least two percentage points.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
<tr><td>2</td><td>Increasing the rigor while moving through the pacing guide.</td><td>Giving students the opportunity to solve problems using concepts and skills (application)

Common planning with lesson presentations</td><td>Teachers, Department chair, Administration</td><td>Project based project opportunities as well as increased word problems when testing</td><td>Algebra EOC</td></tr>
</table>

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	West Florida High School has 42% (126) of the students testing scoring in the top third of the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy three percent (67) of 9th graders testing scored in the top third while (59) of the 10th graders scored in the top third.	At least 60% of students testing will score at or above an achievement level 3.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA
2	Making sure the pacing guide is covered with students making at or above proficient progress along the way.	Regular homework checks for accuracy and not just completion, mini-assessments and student input	Teachers, Department Chair and admin	Assessment grades both minor and major.	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:	West Florida High School has 42% of the students testing scoring in the top third of the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy three (73%) percent of 9th graders testing scored in the top third while 38% of the 10th graders scored in the top third.	At least 60% of students testing will score at or above an achievement level 3.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

Questioning Skills	All math subjects	Professional Learning Group	Varying times throughout the years with targeted plo's on teacher plan days	Varying throughout the year	Common planning with developed questioning techniques, shared lessons with questions included	Department Chairs, Teachers and Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	n/a	n/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

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:	The 2011-2012 year was the first year the Biology EOC was given.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 9, 71% (36) students scored in the top third of percentages. In grade 10, 42% (110) student scored in the top third of percentages.	In the 2013 school year, students will have actual achievement levels. West Florida High School will have at least 55% of the students scoring at achievement level 3 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Science teachers are working together with the district science specialist planning lessons in mid to high level complexity as students transition from FCAT to a Biology End of Course exam.	Focus lessons covering the benchmarks, lab reviews, text complexity assignments	Science teachers	Regular assessments with focus lessons and labs	Focus lessons, evaluations,mini assessments, practice 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:	The 2011-2012 year was the first year the Biology EOC was given.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 9, 71% (36) students scored in the top third of percentages. In grade 10, 42% (110) student scored in the top third of percentages.	In the 2013 school year, students will have actual achievement levels. West Florida High School will have at least 55% of the students scoring at achievement level 3 or higher.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Science teachers working together with the district science specialist and teachers on special assignment to plan lessons of mid to high level complexity for all students.	FOCUS lessons covering the standards and pacing guide, lab reviews and culminating lab in the spring offered after school multiple days for students.	Science teachers and administration	Regular assessments with focus lesson and labs	Bilogy EOC, focus lesson assessment grades and practice tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	All grade levels	District Reading Specialist	subject area	througout the school year with targeted PLO's on teacher plan days	Common planning with shared lesson planning and best practices	Administration, Department chair and teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Questioning techniques	workshops	SAI	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grades 10, 80% (243) of students will be proficient on the 2013 Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eighty percent (243) of grade 10 students scored 3.5 or higher in Writing and 48% (146) scored greater than 4.0 in Writing.	90% of students are expected to be proficient in Writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Constant and Developed opportunities to write across curriulum	Essay questions will be used by all teachers during specific periods.	Faculty Leader and AP	Increased classroom writing scores along with student participation and completion	WritingScores

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

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	NA	NA	NA	NA	NA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	grades 9-12	District specialists, consultants and teachers	school-wide	teacher planning days and scheduled activities by the district professional learning office	lesson plans to include strategies from professional learning opportunities and professional conversations	teachers, admin, district content specialists

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common core training for teachers	District specialists	SAI	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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:	2012 was a sample year for the US History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
WFHS gave the sample EOC for US History.	For the 2012-2013 year, at least 50% of the students will receive a 75 or higher.
Problem-Solving Process to Increase Student Achievement	

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

1	NA	NA	NA	NA	NA
2	Moving through the pacing guide in a way that allows students to learn and accounts for our struggling readers.	Multiple mini-assessments, group and peer to peer strategies.	Teachers and Administration	Grades throughout the nine weeks.	Report card grades, EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	WFHS was selected as a sample test school for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
WFHS was a sample test school for the 2011-2012 year.	Fifteen percent of the students takin the US History EOC will score at or above an achievement level 4.

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	Incorporating the necessary complex texts.	Following the pacing guides and include activiities that allow students to read and research independently.	Teachers, Literacy Coach, and Administration	Varying projects and assignments	History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	All grades	District Reading Specialist	Subject area teachers	throughout the school year with targeted PLO's on teacher plan days.	Common planning to include lesson plan writing and best practices	Administration, Department chair, and teachers

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00

			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachrs in text complexity	District workshops	SAI	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance (ADA) for our school will increase or maintain at 95% or higher.The number of students with excessive absences and tardies will decrease by three percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current ADA for our school is 95%.	The expected ADA for our school will be 95% or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The current number of students with excessive absences is less than three percent (35).	The expected number of students with excessive absences will be 398.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The current number of students with excessive tardies is 0.	In the 2012-2013 school year, the expected number of students with excessive tardies will maintain.

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	Helping students understand the importance of consistent school attendance.	Enforce the attendance rules for excused and unexcused absences which does influence academics.	Attendance Secretary, Teachers, Dean, Administration	Reports each nine weeks on absences and tardies	Attendance report
2	Failure to turn in excused notes for absences in a timely manner or prior arrangements for absences that would not normally be excused.	Inform parents in an earlier and consistent basis of the attendance policy.	Administration, Attendance Clerk, Faculty	Evaluation of number of late attendance notes coming into the attendance clerk	Attendance report

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of students suspended in Out of School Suspension (OSS) and In School Suspension (ISS) will decrease by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the total number of students in ISS was 227.	In 2013, the expected number of in-school suspensions will be 216 or less.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the total number of students suspended in school was 196.	In 2013, the expected number of students suspended in school will be 187 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the total number of out-of-school suspensions was 46.	In 2013, the expected number of out-of-school suspensions will be 44 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2011, the total number of students suspended out of school was 43.	In 2013, the expected number of students suspended out of school will be 40 or less.

	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	Student understanding of the Rights and Responsibility Handbook	Rights and Responsibility Handbook test will be given to all students through the career class. Classroom visits as needed.	Dean	Need for classroom visits based on tests results	Rights and Responsiblity test results
2	Creating and maintaining an environment of consistent postivive behavior	Develop individual and school wide plans that will assist in monitoring positive behavior.	Administration, Dean	Make sure that all teachers and faculty members understand the rules and general consequences or at least how to report violations.	School wide behavior management plan

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Maintain or increase the number of graduating seniors of 95% or above.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
In 2012, the graduation dropout rate was 2%.	It is expected that the graduation rate for 2013 will be 2% or less.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
In 2012 the current graduation rate is 95%.	In 2013, the expected graduation rate will continue at 95% or higher.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Course failure with the number of credits needed to graduate	Review transcripts and courses regularly. Sign students up as needed for Florida Virtual School, Community School, and continued student and parent communication	Administration and Guidance Counselors	Number of students eligible for graduation	Number of students eligible for graduation
2	Students not achieving success from one grade level to the next considering quitting or	Teacher adjusts content, process, and product in response to student	Faculty leaders, Guidance Counselors and Administration	Number of students eligible for graduation	Number of students eligible for graduation

completing school through an adult high program.	readiness, interest, and learning profile			

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
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or*	Increase the number of academic activities in which parents can become involved either by internet or on campus.

unduplicated.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, there were a minimum of five events available to parents for attendance and input.	It is expected that in the 2012-13 year, we will maintain or increase our number of parent events.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working schedules for parents	Use school messenger and give parents ample notice of events	Administration and Guidance	School messenger reports of answered calls; parent sign-in sheets	Survey of parents in attendance of events
2	Parents having other students not in high school.	Put together events that welcome younger students when feasible.	Administration	School messenger reports of answered call; parent sign-in sheets	Survey of parents in attendance of events

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
Assistance for online applications FOCUS gradebook help	Incoming 9th graders for application assistance and all grades for FOCUS gradebook help	Lori Anderson and Cody McDavid	Parents of any West Florida student or potential parents for application assistance.	From September through November for application assistance and year long assistance for FOCUS	Number of successfully completed online applications Student and parent contact with teachers as a result of regular FOCUS uses	Administration, In-take Specialist and Technology Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	To increase the numbers enrolled in rigorous science and math courses with at least 50% of the students passing the Algebra, Geometry and Biology EOC's

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	Increasing the pass rate and rigorous enrollment of those students below reading proficiency and lower math courses	Differentiation of instruction, reading strategies and regular mini-assessments for progress	Teachers of record, admin and faculty leaders	project based learning grades, student written and verbal communication of subject matter and student surveys	classroom grades, enrollment in named courses, FCAT 2 and EOC's

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
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$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:	100% of CTE teachers will be trained and implement Common Core strategies.

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	CTE teachers planning with academic teachers to plan and implement team lessons.	Provide professional learning opportunities for CTE teachers in Common Core and then provide on campus opportunities for planning, implementation with follow up and feedback.	Workforce Education, Administration and CTE teachers.	Regularly scheduled professional learning groups that include CTE and academic teachers.	CTE certification testst, FCAT 2.0 and Math and Science EOC's.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	grades 9-12	Workforce Education	CTE teachers	Teacher planning days and as outside training becomes available through the districts professional learning office	teacher observations, professional conversations and student assessment data	Professional Learning office,school administration and teachers

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common core text coplexity, vocabulary and close reading plo's in addition to professional learning groups.	Common core toolkits,flip your classroom, understanding by design and others as needed	AP funds	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

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	Differentiated instruction	Teacher resources	SAI	$2,000.00
Reading	Text complexity/close reading	Teacher resources	SAI	$1,000.00
CELLA	NA	NA	NA	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
U.S. History	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	Common core text coplexity, vocabulary and close reading plo's in addition to professional learning groups.	Common core toolkits,flip your classroom, understanding by design and others as needed	AP funds	$500.00
				Subtotal: $3,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics		n/a	n/A	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
U.S. History	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	n/a	n/a	n/a	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Planning across the curriculum	Planning days for teachers	SAI	$3,000.00
CELLA	NA	NA	NA	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	Questioning techniques	workshops	SAI	$1,000.00
Writing	Common core training for teachers	District specialists	SAI	$2,000.00
U.S. History	Train teachrs in text complexity	District workshops	SAI	$1,000.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	n/a	n/a	n/a	$0.00

				Subtotal: $7,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	NA	NA	NA	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
U.S. History	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Dropout Prevention	n/a	n/a	n/a	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	n/a	n/a	n/a	$0.00
CTE	n/a	n/a	n/a	$0.00
				Subtotal: $0.00
				Grand Total: $10,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/28/2012)

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
Supplies and materials needed for parent nights and awards for student recognition	$600.00

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

The SAC Committee for the 2012-2013 year has committed to assisting in developing more parent involved activities during the school year. Some of these activities will include EOC/FCAT parent nights,and partnership with Pensacola State College for parental meeting involving dual enrollment and other opportunities.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
WEST FLORIDA HIGH SCHOOL/TECHNICAL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	87%	88%	54%	290	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	60%	82%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	72% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District
WEST FLORIDA HIGH SCHOOL/TECHNICAL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	83%	92%	54%	289	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	59%	78%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	65% (YES)			116	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					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested