

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROSENWALD HIGH SCHOOL

District Name: Bay

Principal: Chandra Tyson

SAC Chair: Clemson Pinckney

Superintendent: William Husfelt

Date of School Board Approval:

Last Modified on: 11/9/2012

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	Ms. Chandra Tyson	BS- Elementary Education, Master of Science-Educational Leadership, University of South Florida; Certification-Elementary Ed, ESOL, Ed Leadership.	3	11	2005-2007 served as AA at Southport Elementary School (grade of A); Southport made provisional AYP both years; 2007-2009 served as Elementary supervisor with over 21 high performing schools; district was an A both years. 2009-2010 served as A.P. Rosenwald High School, a declining school improvement rating during both the 2010 and 2011 school years. Rosenwald High School received AYP in writing during the 2011 academic school year. 78 students graduated school year 2011.
					2003-2004 - Hiland Park Elementary Grade A Reading Mastery: 82%, Math Master 79%, Hiland Park made AYP in reading, writing and math. 2004-2005: Tyndall Elementary Teacher Grade: A, Reading Mastery: 87%, Math mastery 83%. Tyndall made AYP in reading, writing, and math. 2005-2006: Tyndall Elementary Teacher Grade: A, Reading Mastery 83%, Math mastery 86%. Provisional AYP. 2006-2007: Tyndall Elementary Teacher

Assis Principal	Mrs. Andra Phillips	MS-Education Leadership BS- Psychology, Minors-Education and Sociology Education , Certifications ESOL Reading Endorsed		Grade: A, Reading Mastery: 88%, Math mastery 87%, Science Mastery 72%. Tyndall made AYP in reading, writing and math. 2007-2008: Tyndall Elementary Teacher Grade: A, Reading Mastery: 90%, Math mastery 88%, Science Mastery 68%. All subgroups made AYP in reading and math. The subgroup Total and White did not make AYP in writing. 2008-2009: Tyndall Elementary Teacher Grade: A, Reading Mastery: 89%, Math mastery 91%, Science Mastery 63%. All subgroups made AYP in reading and math. RTI Coach 2009 - 2010: Grade: D, Reading Mastery: 57%, Math mastery: 67%, Science Mastery: 42%. Black, Ec. Disad., and SWD did not make AYP in reading and math. RTI Coach 2010 - 2011 Grade: C, Reading Mastery: 54 %, Math mastery: 60%, Science Mastery: 39%, Black, Ec. Disad., and SWD did not make AYP in reading and math. RTI Coach 2011 - 2012 Grade: D, Reading Mastery: 32 %,Math mastery: 30%, Science Mastery: 20%, Black, Ec. Disad., and SWD did not make AYP in reading and math.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Ms. Lisa Womack	BS – Elementary Education (K-6) Middle School Integrated (5-9) ESOL National Boards Science – Grades 5 – 9 Gifted			2003 – 2009 Rosenwald Middle School – Gifted/Talented 6th grade teacher 2003 – 2009. 2009 – 2012 Surfside Middle School – ASPIRE 2009 – 2012 – School Grade A 2009 – 6th grade Reading/7th grade Science/History 2010 – 2012 – 6th grade Science/Reading teacher

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Utilize Bay District Schools Human Resources 2. Build leadership capacity among current teaching staff 3. Monitor and provide feedback on classroom instructional strategies 4. Participate in Reading Endorsement/CAR-PD/Professional Development courses offered by Beacon Learning Center and provide site-based professional development focused on instructional best practices and literacy strategies across content areas.	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
23	4.3%(1)	13.0%(3)	39.1%(9)	43.5%(10)	34.8%(8)	100.0%(23)	26.1%(6)	4.3%(1)	17.4%(4)

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
Cinda Trexler	All first through third year teachers	Mrs. Trexlar possesses a plethora of knowledge that is beneficial in helping cultivate novice teachers.	Assist New Teachers with the New Teacher Induction program including classroom management and strategic learning. Job embedded professional development through modeled lessons. Collaborate in Professional Learning Communities through book studies, or targeted professional development during school hours and after school (i.e. Fred Jones, CRISS, Differentiated Instruction, Classroom Management). Assist with developing School Improvement Plans through disaggregation of data. Assisting teachers placed on a Professional Improvement Plan.
Connie Roscoe	Julianne McCutcheon	Expertise on the procedural tasks necessary to efficiently manage the numerous demands placed on a classroom teacher; as well as the proximity to the mentee/mentor.	Monthly Meetings/Individual Meetings as required. Model best practices, observations, feedback on practices, assistance with resources and communication. Provide support in understanding the culture and norms of the school as well as operational procedures necessary for daily success
Michel Cooper	Dana Barry	Expertise on the procedural tasks necessary to efficiently manage the numerous demands placed on a	Monthly Meetings/Individual Meetings as required. Model best practices, observations, feedback on practices, assistance with resources and communication. Provide support in understanding

		classroom teacher; as well as the proximity to the mentee/mentor.	the culture and norms of the school as well as operational procedures necessary for daily success
Timothy Cook	Patrick Hair	Expertise on the procedural tasks necessary to efficiently manage the numerous demands placed on a classroom teacher.	Monthly Meetings/Individual Meetings as required. Model best practices, observations, feedback on practices, assistance with resources and communication. Provide support in understanding the culture and norms of the school as well as operational procedures necessary for daily success

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

In-depth staff development will be provided for entire staff throughout the year focusing on differentiated learning, African American males, Character Education, Common Core State Standards alignment, Positive Behavior Support, as well as reading skills. Additional Title 1 funds will be used to support a Parent Liaison, Crisis Intervention Teacher, a paraprofessional, and Math teacher for Intervention.

Title I, Part C- Migrant

Migrant students receive services from the Migrant Liaison provided by the Panhandle Area Educational Center.

Title I, Part D

Title 1 funds provides a Crisis Intervention Specialist who assists with behavior concerns. These funds also support a Parent Liaison who assists in bridging the gap between the school and community as well as assisting students with appropriate uniforms and various needs.

Title II

Funds are provided by the district to support instructional professional development in coordination with Title II dollars.

Title III

Services are provided through the district for education materials and ELL, district support services to improve the education of immigrant and English Language Learners. Translation services are available through the district as needed.

Title X- Homeless

The district staff focuses on homeless students. These workers provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide remedial programs for students. SAI funds will be used to enhance the educational opportunities for Level 1 and Level 2 learners.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

The Head Start Program began at Rosenwald High School, August 15,2010. Serving children three to five years of age.

Adult Education

N/A

Career and Technical Education

Rosenwald High School continues to develop the career academy which was established at the beginning of the 2011-2012 academic year. The program was enhanced during 2012-2013 school year with the addition of the New Media Digital Imaging Foundations course.

Job Training

Students are encouraged to enroll in the work experience program at Rosenwald High School to develop work related skills while acquiring On-the Job-Training (OJT). Career Workshops and Assemblies are informative outlets designed to connect students with community members who may provide job opportunities.

Other

Rosenwald High School houses the district's Teen Parenting Program, which includes a daycare facility for children ages birth to 5 years.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team. Rosenwald High School's MTSS/RtI Team will consist of the following members:Principal: Chandra Tyson, Assistant Principal: Andra Phillips, Staff Specialist: Tommy Smith, School Psychologist: Fred Schnepel, Guidance Counselors: Carol Barfield and Maria Lang, Literacy Coach: Lisa Womack, ESE Resource Teacher: Charity Williams, Regular Education Teachers: Michael Petty, Karol Hixon, and Jane Wellman , as well as, Paraprofessional: Robbin Barnes.

Principal: Chandra Tyson

Provides a common and clearly defined vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI, conducts assessments/evaluations of MTSS/RtI skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation and communicates with parents regarding school-based plans and activities.

Assistant Principal/PBS Coach: Andra Phillips

Provides a common and clearly defined vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI, conducts assessments/evaluations of MTSS/RtI skills and practices of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation and communicates with parents regarding school-based plans and activities.

School Psychologist: Fred Schnepel

Participates in the collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitates data-based decision making activities.

9th/10th Grade Guidance Counselor: Carol Barfield

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students assists the school and families to support the child's academic, emotional, behavioral and social success.

11th/12th Grade Guidance Counselor: Maria Lang

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students assists the school and families to support the child's academic, emotional, behavioral and social success.

Literacy Coach: Lisa Womack

Provides guidance on the 9 – 12 District Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

RtI Coach: Tommy Smith

Provides guidance on the 9 – 12 District Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Resource Teacher: Charity Williams

Participates in student data collection, integrates core instruction activities/materials into Tier 3 instruction and collaborates with general education teachers.

Regular Education Teacher/Reading Endorsed: Karol Hixon

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/interventions for all Tiers as defined by the student's needs, and evaluate the effectiveness of implemented strategies through ongoing progress monitoring.

Regular Education Teacher/Reading Endorsed: Michael Petty

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/interventions for all Tiers as defined by the student's needs, and evaluate the effectiveness of implemented strategies through ongoing progress monitoring.

Regular Education Teacher/Reading Endorsed: Jane Wellman

Provides information regarding core instruction, participates in student data collection and evaluation, delivers instruction/interventions for all Tiers as defined by the student's needs, and evaluate the effectiveness of implemented strategies through ongoing progress monitoring.

Paraprofessional: Robbin Barnes

Provides feedback from a support personnel perspective, participates in evaluation of student data, assists in delivering Tier 2 reading interventions to struggling students, an active participant on the PBS Team, inputs Discipline Reports data in RTI-B and provides feedback/reports to administration as requested.

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 MTSS Leadership Team and the School Leadership team work collaboratively to ensure a multi-tiered support system is in place to address the various needs of all students. Members meet monthly to analyze the MTSS data and ensure that the implemented strategies are meeting the students' needs. The Tiers are fluid and adjustments are made based on the students' progress or lack thereof. The team is responsible for school-wide implementation in addition to training and coaching of the school staff.

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 MTSS/School Improvement Leadership Team will collaborate with the School Advisory Council to aid in the development of the School Improvement Plan. The team will provide data on: Tier 1, Tier 2, and Tier 3 including, but not limited to, academic, behavioral, and attendance issues which need to be addressed. The MTSS Leadership Team will also aid in the setting and implementation of clear expectations for instruction with rigor, relevance, and relationships.

The team will provide data on school and individual student performance levels. Data will be analyzed and disaggregated by cohort, trend, proficiency, grade level and EOC. The MTSS /SILT will brainstorm strategies to identify goals, as well as, barriers and to meet school-wide expectations.

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 data sources and data management systems used to summarize data at each tier for reading, mathematics, science, writing, and behavior are: DAR< REWARDS, FOCUS, Classworks, Discovery Education Assessments, FCAT 2.0, Content Area Pre and Post tests, final exams, End of Course Exams, and RTI: B.

Describe the plan to train staff on MTSS.

Training for PBS and MTSS will occur monthly. Trainings may occur more frequently at the beginning of the academic school year. Staff will be taught how to disaggregate data, identify students reading interventions/instruction per tier, and how to progress monitor with fidelity. Grade level and content area meetings will be held to train staff members on effective instructional practices and how to monitor student progress through formative and summative assessments.

Describe the plan to support MTSS.

The plan to support MTSS includes educating teachers on how to strengthen their core instruction and better analyze students' response to that instruction via formative assessments, questioning, and discussion techniques and identification of learning targets. Moreover, teachers will employ research based, high-yielding instructional strategies in Tier 1 in order to maximize student outcomes during core instruction. Classworks will be used as an academic intervention in Tier 2 for students needing additional support. Tier 3 interventions will be provided in small groups of one to three students with research based interventions. PBS will be used to reward positive behavior in Tiers 1-3. The Crisis Intervention Specialist will assist in providing Tier 3 interventions to students who have been identified as needing additional support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Membership for the school-based Literacy Leadership Team (L.L.T.) is as follows: Principal, Chandra Tyson; Assistant Principal, Andra Phillips, Literacy Coach, Lisa Womack; Intensive Reading Teacher, Michael Petty, ELA/Gifted Teacher, Michel Cooper, Math Coach, Deborah English, History Teacher, Connie Roscoe and Guidance Counselor, Maria Lang .

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

The LLT will focus on promoting adolescent literacy across all content areas. The LLT will introduce the transition of CCSS/ELA into the curriculum by focusing on writing in response to text, text complexity and critical thinking strategies

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

The major initiatives for the 2012 – 2013 are as follows:

1. Introduce CCSS/ELA
2. Have students write in response to text
3. Increase Text complexity
4. Implement Critical Thinking Strategies

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 11/7/2012)

*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.

N/A

*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 and writing are the responsibility of every faculty member at Rosenwald High School. Rosenwald High School will remain on a 4 X 4 block schedule with every content area and reading teachers teaching essential reading and writing skills through effective research based strategies. Staff development by the school Literacy Coach and District Staff Development Specialist will include instruction in lesson study, QAR and CRISS Strategies, Differentiated Instruction, reading and writing in

the content areas, student engagement and other topics as suggested by teachers according to their targeted needs. Focus calendars will be utilized by the reading teachers specifically.

*High Schools Only

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

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

Rosenwald High School offers students elective courses in business, technology, career study, work experience and volunteer public service. Many of these courses focus on job skills and offer student internships. Career Assemblies and My College Options Surveys are used to help guide students in finding the best postsecondary option for their futures.

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?

Rosenwald High School students meet with the guidance department to gain information beneficial to establishing their academic and career path. The following options are available for accelerated high school completion with flexible schedules based on student needs, online courses, career and technical counseling, dual enrollment at the state college, enrollment at Haney Technical Center, tutorials, E2020, partnership with Workforce, presentations on employability skills, Armed Forces, Bright Futures and other scholarship opportunities. Rosenwald High School Guidance Counselors to assist students in preparation for the ACT, SAT, Pre-GED, GED and ASVAB testing.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Rosenwald High School students participated in My College Options Survey which helps students determine the most appropriate path for their futures based on their abilities to perform academically. Students scoring below the passing cut scores on the PERT will receive remediation in both reading and math. The courses will focus on the Common Core Standards for both contents and are designed to prepare students for Postsecondary Competencies deemed necessary for entry-level college courses.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring at Achievement Level 3 in reading with increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% [7] of 10th grade students scored Level 3. 13% [8] of 9th grade students scored Level 3.	15% of [11] 10th grade students tested will score Level 3 18% [11] of 9th grade students will score 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					
2	1A.1. Students are having difficulty with higher level complexity questions on FCAT 2.0. (analysis, synthesis, evaluation type questions)	1A.1. Create FCAT 2.0 questions using item specifications with the appropriate text complexity along with benchmark task cards. Teachers will use Webb's Depth of Knowledge to develop and use higher order questions in the classrooms.	1A.1. Principal, Administration, Literacy Coach, and Faculty	1A.1. Formative Assessments Progress Monitoring Administration will monitor that teachers of students taking FCAT 2.0 are using FCAT 2.0 question stems in their classrooms.	1A.1. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments
3	1A.2. Different Student Learning Styles	1A.2. All teachers will participate in a Differentiated Instruction book study and incorporate the use of Differentiated Instructional strategies in the classroom. Teachers will administer a learning styles inventory to all students.	1A.2. Principal, Administration, Literacy Coach and Faculty	1A.2. Formative Assessments Results of learning styles inventory that have been analyzed to help guide instruction	1A.2. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments
4	1A.3. Students do not use student owned literacy strategies in their daily work to build their vocabulary and literacy skills.	1A.3. Teachers will be trained in Literacy Learning Strategies (i.e. CRISS) in order to provide students with effective tools to enhance their literacy skills during the 25 min. Reading Block.	1A.3. Principal, Administration, Literacy Coach, and Faculty	1A.3. Formative Assessments Progress Monitoring	1A.3. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments Evaluation Tool

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		Students scoring at or above Achievement Level 4 in reading will increase by 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5% [4] of 10th grade students scored Level 4 or above. 6% [4] of 9th grade students scored Level 4 or above.		10% [7] of 10th grade students will score Level 4 or above. 11% [7] of 9th grade students will score Level 4 or above.			
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	2A.1. Lack of rigorous and challenging curriculum to improve Literacy skills.	2A.1. Increase use of Differentiated Instruction across the curriculum. Implementation of Kagan Structures across the curriculum. Implementation of the Common Core State Standards with a focus on rigor and relevance	2A.1. Administration, Literacy Coach, and Faculty	2A.1. Formative Assessments	2A.1. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments
2	2A.2. Utilize Brain Research strategies to enhance learning opportunities.	2A.2. Teachers will review literature from Marcia Tate's Sit and Get Doesn't Grow Dendrites.	2A.2. Administration, Literacy Coach, and Faculty	2A.2. Ongoing monitoring of student attendance and tardy rates.	2A.2. FOCUS – Attendance Reports Classroom Walk Through Lesson Plans
	2A.3 The content lacks relevance.	2A.3 All teachers will participate in a Differentiated Instruction book study and	2A.3 Administration, Literacy Coach, PBS Team, and Faculty	2A.3 Teacher Observations	2A.3 Increased Participation in PBS activities

3		incorporate the use of Differentiated Instructional strategies in the classroom. Teachers will administer a learning styles inventory to all students.		Increased academic outcomes on progress reports and report cards
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Reading Goal #3A: Percentage of students making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% [29] of 10th grade students made learning gains. 57% [36] of 9th	45% [32] of 10th grade students will make learning gains 62% [39] of 10th

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	3A.1. Students are having difficulty with higher level complexity questions on FCAT 2.0. (analysis, synthesis, evaluation type questions)	3A.1. Create FCAT 2.0 questions using item specifications along with benchmark task cards. Teachers will use Webb's Depth of Knowledge to develop and use higher order questions in the classrooms. Teachers will increase	3A.1. Principal, Administration, Literacy Coach, and Faculty	3A.1. Formative Assessments Progress Monitoring Administration will monitor that teachers of students taking FCAT 2.0 are using FCAT 2.0 question stems in their classrooms.	3A.1. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments

		learning by incorporating Larry Bell's 12 Powerful words to help students understand the given task.			
2	3A.2. Different Student Learning Styles	3A.2. All teachers will participate in a Differentiated Instruction book study and incorporate the use of Differentiated Instructional strategies in the classroom. Teachers will administer a learning styles inventory to all students.	3A.2. Principal, Administration, Literacy Coach, and Faculty	3A.2. Formative Assessments Progress Monitoring Results of learning styles inventory that have been analyzed to help guide instruction	3A.2. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments
3	3A.3. Students do not use student owned literacy strategies in their daily work to build their vocabulary and literacy skills.	3A.3. Teachers will use Marzano's High Yielding Strategies in order to provide students with effective tools to enhance their literacy skills during the 25 min. Reading Block.	3A.3. Principal, Administration, Literacy Coach, and Faculty	3A.3. Formative Assessments Progress Monitoring	3A.3. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	Percentage of students in lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [4] of 10th grade students in the lowest 25% made learning gains. 50% [8] of 9th grade students in the lowest 25% made learning gains.	27% [19] of 10th grade students in the lowest 25% will make learning gains. 55% [35] of 10th grade students in the lowest 25% will make learning gains.

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	4A.1. Students lack proficiency in Phonics	4A.1. Literacy Coach, Intensive Reading Teachers, and Paraprofessionals will implement the REWARDS program as a remediation tool.	4A.1. Principal, Administration, Literacy Coach, and Faculty	4A.1. Formative Assessments Classroom Diagnostics Progress Monitoring	4A.1. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments DAR
2	4A.2. Attendance – Excessive absences and tardies Motivation	4A.2. Attendance Child Study Teams meetings with guardian(s) Positive Behavior Support strategies All teachers will teach bell-to-bell, including the use of Bellringers. Attendance Contracts (administrative action) Data chats/mentoring in grade level teams. Ongoing enrichment and cooperative learning (Kagan)	4A.2. Principal, Administration, Literacy Coach, and Faculty	4A.2. Ongoing monitoring of student attendance and tardy rates.	4A.2. FOCUS – Attendance Reports Classroom Walk Through Lesson Plans
3	4A.3. Unreliable Diagnostic data due to student apathy and attendance issues.	4A.3. Make every effort to test during peak attendance periods (Tuesday – Thursday) Train Intensive Reading Teachers on Best Practices for testing.	4A.3. Principal, Administration, Literacy Coach, and Faculty	4A.3. Lesson Plans and Master Testing Schedule	4A.3. Diagnostic Assessments Scores
4					

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	In the 2011-201	In the 2012-201	In the 2013-201	In the 2014-201	In the 2015-201	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Student subgroups by ethnicity not making satisfactory progress in reading will decrease by 5%.
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Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>18% [13] of White 10th grade students tested in student subgroups did not make satisfactory progress in reading. 49% [31] of Black student subgroup tested did not make satisfactory progress in reading. In all other subgroups there were no students.</p> <p>White: 13 Black: 31 Hispanic: 0 Asian: 0 American Indian: 0</p> <p>17% [11] of the White 9th grade students tested in student subgroups did not make satisfactory progress in reading.</p> <p>21% [13] of Black 9th grade students tested in the subgroup did not make satisfactory progress in reading.</p> <p>1% [1] of Hispanic 9th grade students tested in the subgroup did not make satisfactory progress in reading.</p> <p>In all other subgroups there were no students.</p>	<p>10th grade</p> <p>White: 13% [19] Black: 45% [14] Hispanic: N/A Asian: N/A American Indian: N/A</p> <p>9th grade</p> <p>White: 12% [1] Black: 16% [2] Hispanic: 1% [1] Asian: N/A American Indian: N/A</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1.</p> <p>Students are academically below grade level in vocabulary.</p> <p>10th grade</p> <p>White: 13% [19] Black: 45% [14] Hispanic: N/A Asian: N/A American Indian: N/A</p> <p>9th grade</p> <p>White: 12% [1] Black: 16% [2] Hispanic: 1% [1] Asian: N/A American Indian: N/A</p>	<p>5B.1.</p> <p>Implementation of vocabulary strategies across the content areas.</p> <p>Use of the 25 min. Reading Block to focus on vocabulary across content areas.</p> <p>Implement cooperative learning groups (Kagan)</p> <p>Use of text complexity across all contents to ensure students are exposed to a variety of vocabulary and complex text.</p>	<p>5B.1.</p> <p>Principal, Administration, Literacy Coach, and Faculty</p>	<p>5B.1</p> <p>Formative Assessments Classroom Diagnostics Progress Monitoring</p>	<p>5B.1.</p> <p>FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments</p>
2	<p>5B.2.</p> <p>Unreliable Diagnostic data due to student apathy and attendance issues.</p>	<p>5B.2.</p> <p>Make every effort to test during peak attendance periods (Tuesday – Thursday).</p> <p>Train Intensive Reading Teachers on Best Practices for testing.</p>	<p>5B.2.</p> <p>Principal, Administration, Literacy Coach, and Faculty</p>	<p>5B.2.</p> <p>Lesson Plans and Master Testing Schedule</p>	<p>5B.2.</p> <p>Diagnostic Assessment Scores</p>
	<p>5B.3.</p> <p>Different Student Learning Styles</p>	<p>5B.3.</p> <p>All teachers will participate in a Differentiated Instruction book study and</p>	<p>5B.3.</p> <p>Principal, Administration, Literacy Coach, and Faculty</p>	<p>5B.3.</p> <p>Formative Assessments Progress Monitoring Results of learning styles</p>	<p>5B.3.</p> <p>FCAT 2.0 Discovery Education Assessments</p>

3		incorporate the use of Differentiated Instructional strategies in the classroom. Teachers will administer a learning styles inventory to all students.	inventory that have been analyzed to help guide instruction	Classroom Walk Through Lesson Plans Summative Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities (SWD) not making satisfactory progress in reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% [59] of the 10th grade SWD did not make satisfactory progress.	77% [55] of 10th grade SWDs may not make satisfactory progress.
87% [55] of the 9th grade SWD did not make satisfactory progress.	82% [52] of 9th grade SWDs may not make satisfactory 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	5D.1. Unreliable Diagnostic data due to student apathy and attendance issues.	5D.1. Make every effort to test during peak attendance periods (Tuesday – Thursday) Train Intensive Reading Teachers on Best Practices for testing.	5D.1. Principal, Administration, Literacy Coach, and Faculty	5D.1. Lesson Plans and Master Testing Schedule	5D.1. Diagnostic Assessment Scores
	5D.2.	5D.2.	5D.2.	5D.2. Formative Assessments	5D.2 FCAT 2.0

2	Different Student Learning Styles	All teachers will participate in a Differentiated Instruction book study and incorporate the use of Differentiated Instructional strategies in the classroom. Teachers will administer a learning styles inventory to all students.	Principal, Administration, Literacy Coach, and Faculty	Progress Monitoring	Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments
3	5D.3. Students are academically below grade level in vocabulary.	5D.3. Implementation of vocabulary strategies across the content areas. Use of the 25 min. Reading Block to focus on vocabulary across content areas. Implement cooperative learning groups (Kagan) Use of text complexity across all contents to ensure students are exposed to a variety of vocabulary and complex text.	5D.3. Principal, Administration, Literacy Coach, and Faculty	5D.3. Formative Assessments Progress Monitoring	5D.3. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: Economically Disadvantaged students not making satisfactory progress in reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% [38] of 10th grade EDS did not make satisfactory progress in reading. 37% [23] of 9th grade EDS did not make satisfactory progress in reading.	48% [35] of 10th grade EDS may not make satisfactory progress in reading. 32% [20] of 9th grade EDS may not make satisfactory progress 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	5E.1. Unreliable Diagnostic data due to student apathy and attendance issues.	5E.1. Make every effort to test during peak attendance periods. (Tuesday – Thursday) Train Intensive Reading Teachers on Best Practices for testing.	5E.1. Principal, Administration, Literacy Coach, and Faculty	5E.1. Lesson Plans and Master Testing Schedule	5E.1. Diagnostic Assessment Scores
2	5E.2. Different Student Learning Styles	5E.2. All teachers will participate in a Differentiated Instruction book study and incorporate the use of Differentiated	5E.2. Principal, Administration, Literacy Coach, and Faculty	5E.2. Formative Assessments Progress Monitoring	5E.2. FCAT 2.0 Discovery Education Assessments Classroom Walk Through

		Instructional strategies in the classroom. Teachers will administer a learning styles inventory to all students.			Lesson Plans Summative Assessments
3	5E.3. Students are academically below grade level in vocabulary.	5E.3. Implementation of vocabulary strategies across the content areas. Use of the 25 min. Reading Block to focus on vocabulary across content areas. Implement cooperative learning groups (Kagan) Use of text complexity across all contents to ensure students are exposed to a variety of vocabulary and complex text	5E.3. Principal, Administration, Literacy Coach, and Faculty	5E.3. Formative Assessments Progress Monitoring	5E.3. FCAT 2.0 Discovery Education Assessments Classroom Walk Through Lesson Plans Summative Assessments

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
Kagan Cooperative Learning	All	Kagan Trainer Literacy Coach	Reading Department	August 6-8, 2012 Monthly Follow Ups at School	Lesson Plans, Observations, In-service Transcripts	Administration, Literacy Coach, Kagan Coach
Text Complexity	All	Staff Training Specialist Literacy Coach	Reading Department	Monthly	Lesson Plans, Observations, In-service Transcripts	Administration, Literacy Coach
CCSS/ELA	All	Staff Training Specialist Literacy Coach	Reading Department	Monthly	Lesson Plans, Observations, In-service Transcripts	Administration, Literacy Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ruby Payne	Strategy Cards, mental Models, Video Clips	School Budget	\$264.00
Khao-Bridge Da Gap	Character Building Education through Reading	Title 1	\$2,500.00
			\$0.00
			Subtotal: \$2,764.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smartboard Technology	Technology	District	\$0.00

Bring Your Own Devices (BYOD) Initiative	Student devices are utilized to extend learning through technology	Parents/Students	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Align common core standards with ELA course descriptions	Teacher stipends for summer planning	Title I	\$2,593.00
Improve reading instruction	Stipends and substitutes for professional development	Title I	\$1,166.00
Improve reading instruction	Travel expenses for PLC@Work conference	Title I	\$1,470.00
Improve reading instruction	Registration for Reading by the Bay	Title I	\$135.00
Text Complexity	Understanding the usage of a variety of complex text.	District	\$0.00
Common Core	Vertical Alignment	District	\$0.00
Focus Calendar	Planning Time	Title I	\$494.00
			Subtotal: \$5,858.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide interventions	Salary and benefits for full time paraprofessional	Title I	\$24,179.00
Author's Visit	Consultants Fee and 5 Books	Title I	\$150.00
Improve reading vocabulary and comprehension and infuse character education standards	Purchase Bridging the Gap materials	Title I	\$2,107.00
High Interest Reading Text	Blueford Classroom Reading Series	Title 1	\$21.50
			Subtotal: \$26,457.50
			Grand Total: \$35,079.50

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.		N/A			
CELLA Goal # 1:					
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				

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				

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

CELLA Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.

Mathematics Goal # 3b:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Middle School Mathematics Goal #

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.
 Mathematics Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.
 Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.
 Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.

Mathematics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.

Mathematics Goal #3:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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 #					
	School will reduce the achievement gap by 10% each year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	In the 2011-201	In the 2012-201	In the 2013-201	In the 2014-201	In the 2015-201	
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	10% of High School math students will be proficient on their math course E.O.C.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% [143] of student subgroups did not make satisfactory progress in Geometry. White: 60 Black: 80 Hispanic: 0 Asian: 1 American Indian: 2	85% [128] of students will not make satisfactory progress in Geometry. White: 55 Black: 73 Hispanic: 0 Asian: 0 American Indian: 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	3B.1. Students are weak in prerequisite skills. White: 55 Black: 73 Hispanic: 0 Asian: 0 American Indian: 0	3B.1. Utilization of Math Coach in all classrooms for intervention	3B.1. Administration, Math Coach and Math Department	3B.1. Discovery Education Probes Classworks Reports Formative Assessments	3B.1. End of Course Exams Discovery Education Assessments Summative Assessments
2	3B.2. Students inability to comprehend word problems.	3B.2. Secondary Reading Strategies will be incorporated in lesson plans.	3B.2. Administration, Math Coach and Math Department	3B.2. EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	3B.2. End of Course Exams Discovery Education Assessments Summative Assessments
3	3B.3. Students' diverse learning styles are not considered when using a traditional classroom instructional style.	3B.3. Implementation of differentiation in course content, process, or product and Kagan structures for instructional delivery.	3B.3. Administration, Math Coach and Math Department	3B.3. EOC Practice Tests Lesson Plans	3B.3. End of Course Exams Discovery Education Assessments Summative Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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:	5% of High School Math students will be proficient on their math course E.O.C.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [37] of SWD's did not make satisfactory progress in Algebra and Geometry	95% [34] of SWD's will not make satisfactory progress in Algebra and 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	3D.1. Students are weak in prerequisite skills.	3D.1. Utilization of Math Coach in all classrooms for intervention.	3D.1. Administration, Math Coach and Math Department	3D.1 EOC Practice Questions Discovery Education Probes Classworks Reports Formative Assessments	3D.1. End of Course Exams Discovery Education Assessments Summative Assessments
2	3D.2. Students inability to comprehend word problems.	3D.2. Secondary Reading Strategies will be incorporated in lesson plans.	3D.2. Administration, Math Coach and Math Department	3D.2. EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	3D.2. End of Course Exams Discovery Education Assessments Summative Assessments
3	3D.3. Students' diverse learning styles are not considered when using a traditional classroom instructional style.	3D.3. Implementation of differentiation in course content, process, or product and Kagan structures for instructional delivery.	3D.3. Administration, Math Coach and Math Department	3D.3. EOC Practice Tests Lesson Plans	3D.3. End of Course Exams Discovery Education Assessments Summative Assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		10% of High School math students will be proficient on their math course E.O.C.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
67% [101] of ECD students did not make satisfactory progress in Algebra and/or Geometry.		57% [86] of ECD students will not make satisfactory progress in Algebra and/or 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	3E.1. Students are weak in prerequisite skills.	3E.1. Utilization of Math Coach in all classrooms for intervention.	3E.1. Administration, Math Coach and Math Department	3E.1. EOC Practice Questions Discovery Education Probes Classworks Reports Formative Assessments	3E.1. End of Course Exams Discovery Education Assessments Summative Assessments
2	3E.2. Students' inability to comprehend word problems.	3E.2. Secondary Reading Strategies will be incorporated in lesson plans.	3E.2. Administration, Math Coach and Math Department	3E.2. EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	3E.2. End of Course Exams Discovery Education Assessments Summative Assessments
3	3E.3. Inconsistent access to technology	3E.3. Provide additional technology access for students to utilize. Use Classworks as an intervention tool. Continue to use Discovery Education Assessments to monitor student progress and inform instructional decisions	3E.3. Administration, Math Coach and Math Department	3E.3. EOC Practice Tests Student Login Records	3E.3. End of Course Exams Discovery Education Assessments Summative Assessments

End of High School Mathematics Goals

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:

<p>1. Students scoring at Achievement Level 3 in Algebra.</p> <p>Algebra Goal #1:</p>	<p>Algebra 1 Goal #1:</p> <p>In the 2011-2012 school year, all students enrolled in Algebra 1 must pass the EOC exam to earn credit.</p> <p>14% of students in Algebra 1 will score Level 3 on the Algebra 1 End of Course Exam.</p>
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
4% [3] of students scored Achievement Level 3 in on the Algebra 1 EOC		14% [11] of students tested will score Level 3 in on the 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	1.1. Students are weak in prerequisite skills.	1.1. Utilization of Math Coach in all Math classrooms for interventions.	1.1. Administration, Math Coach and Math Department	1.1. Discovery Education Probes Classworks Reports Formative Assessments	1.1. End of Course Exams Discovery Education Assessments Summative Assessments
2	1.2. Students inability to comprehend word problems.	1.2. Secondary Reading Strategies will be incorporated in lesson plans.	1.2. Administration, Math Coach and Math Department	1.2. EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	1.2. End of Course Exams Discovery Education Assessments Summative Assessments
3	1.3. Students' diverse learning styles are not considered when using a traditional classroom instructional style.	1.3. Implementation of differentiation in course content, process, or product and Kagan structures for instructional delivery.	1.3. Administration, Math Coach and Math Department	1.3. Administration, Math Coach and Math Department 1.3. EOC Practice Tests Lesson Plans	1.3. End of Course Exams Discovery Education Assessments Summative Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Algebra Goal #2: In the 2011-2012 school year, all students enrolled in Algebra 1 must pass the EOC exam to earn credit. 6% of students tested will score Levels 4 or 5 on the Algebra 1 End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% [1] of students scored Level 4 or Level 5 on the Algebra 1 EOC.	6% [5] of students tested will score Levels 4 or 5 on the 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
	2.1. Students are weak in	2.1. Utilization of Math	2.1. Administration,	2.1. Discovery Education	2.1. End of Course

1	prerequisite skills.	Coach in all classrooms for intervention.	Math Coach and Math Department	Probes Classworks Reports Formative Assessments	Exams Discovery Education Assessments Summative Assessments
2	2.2. Students inability to comprehend word problems.	2.2. Secondary Reading Strategies will be incorporated in lesson plans.	2.2. Administration, Math Coach and Math Department	2.2. EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	2.2. End of Course Exams Discovery Education Assessments Summative Assessments
3	2.3. Students' diverse learning styles are not considered when using a traditional classroom instructional style.	2.3. Implementation of differentiation in course content, process, or product and Kagan structures for instructional delivery.	2.3. Administration, Math Coach and Math Department	2.3. EOC Practice Tests Lesson Plans	2.3. End of Course Exams Discovery Education Assessments Summative Assessments

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:	Geometry Goal #1: In the 2012-2013 school year, all students enrolled in 9th grade Geometry must pass the EOC exam to earn credit. 10th, 11th, and 12th graders will have the Geometry EOC count as 30% of their final grade. 14% of students enrolled in Geometry will score Level 3 on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% [3] of students scored Level 3 in Geometry.	14% [10] of students will score Level 3 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	1.1. Students are weak in prerequisite skills.	1.1. Utilization of Math Coach in all classrooms for intervention.	1.1. Administration, Math Coach and Math Department	1.1. EOC Practice Questions Discovery Education Probes Classworks Reports Formative Assessments	1.1. End of Course Exam Discovery Education Assessments Summative Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.

2	Students inability to comprehend word problems.	Secondary Reading Strategies will be incorporated in lesson plans.	Administration, Math Coach and Math Department	EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	End of Course Exam Discovery Education Assessments Summative Assessments
3	1.3. Students' diverse learning styles are not considered when using a traditional classroom instructional style.	1.3. Implementation of differentiation in course content, process, or product and Kagan structures for instructional delivery.	1.3. Administration, Math Coach and Math Department	1.3. EOC Practice Tests Lesson Plans	1.3. End of Course Exam Discovery Education Assessments Summative Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Geometry Goal #2: In the 2012-2013 school year, all students enrolled in 9th grade Geometry must pass the EOC exam to earn credit. 10th, 11th, and 12th graders will have the Geometry EOC count as 30% of their final grade. 5% of students enrolled in Geometry will score Level 4 or Level 5 on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Students scored Level 4 or Level 5 on the Geometry EOC.	5% [4] of students will score Level 4 or Level 5 on the 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	2.1. Students are weak in prerequisite skills.	2.1. Utilization of Math Coach in all classrooms for intervention.	2.1. Administration, Math Coach and Math Department	2.1. EOC Practice Questions Discovery Education Probes Classworks Reports Formative Assessments	2.1. End of Course Exams Discovery Education Assessments Summative Assessments
2	2.2. Students inability to comprehend word problems.	2.2. Secondary Reading Strategies will be incorporated in lesson plans.	2.2. Administration, Math Coach and Math Department	2.2. EOC Practice Questions Discovery Education Probes Classworks Reports Lesson Plans	2.2. End of Course Exams Discovery Education Assessments Summative Assessments
3	2.3. Students' diverse learning styles are not considered when using a traditional classroom instructional style.	2.3. Implementation of differentiation in course content, process, or product and Kagan structures for instructional delivery.	2.3. Administration, Math Coach and Math Department	2.3. EOC Practice Tests Lesson Plans	2.3. End of Course Exams Discovery Education Assessments Summative Assessments

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	Math	FLDOE	Tim Cook	July 9-12, 2012		Tim Cook
Kagan Structures	All	Heather DeMao Literacy Coach	Tim Cook Ernestine Warren	July 2012 – March 2013	Lesson plans, Observations, In-Service Transcripts	Literacy Coach, Administration, Kagan Coach
4MAT 4 Algebra	Algebra	UWF- Karen D'Avignon	Deborah English	Aug. 7-Dec. 11, 2012 Every other Tuesday 4-5:30pm	Modeling of lessons in the Algebra classrooms	Deborah English
Common Core Mathematical Practices	Secondary	District	Deborah English	Oct 2011- May 2012 3:30-5:00 once a month	Share training at monthly Math Department meetings	Deborah English

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
About Learning	Workbooks	Title I	\$440.00
			Subtotal: \$440.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Calculators T-83	Graphing Tools (functions, linear equations and inequalities)	Grant	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Align common core standards with math curriculum	Stipends for teachers for summer planning	Title I	\$1,111.00
Improve math instruction	Stipends and substitutes for professional development	Title I	\$1,166.00
Improve math instruction	Travel expenses for PLC@Work conference	Title I	\$1,470.00
Focus Calendar	Planning Time	Title I	\$494.00
			Subtotal: \$4,241.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide math interventions	Salary and benefits for a part-time teacher	Title I	\$26,871.00
			Subtotal: \$26,871.00
			Grand Total: \$32,552.00

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.

Biology 1 Goal #1:
5% of all Biology students tested will score Level 3 on the Biology 1 EOC [End of Course Exam].

Biology Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

No students scored Level 3 on Biology EOC.

5% of all Biology students tested will score 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	1.1. Students lack of proficiency in scientific methods/research methods, scientific terminology, as well as, previous core material.	1.1. Engage students with written and verbal inquiry, based on real world connections in science.	1.1. Administration and faculty	1.1. Student Portfolios Classroom Walk Through Lesson Plans	1.1. End of Course Exam Results
2	1.2. Opportunities for acquisition and application of higher order thinking skills; the opportunity to be challenged to improve skill building.	1.2. Teachers will implement Differentiated Instruction of higher order questioning and student thinking processes to ensure	1.2. Administration and faculty	1.2. Student Portfolios Classroom Walk Through Lesson Plans	1.2. End of Course Exam Results

		rich discourse in the classroom.			
3	1.3. Inconsistent access to technology	1.3. Create an equitable master computer lab schedule. Continue to use Discovery Education Assessments to monitor student progress and inform instructional decisions.	1.3. Administration and faculty	1.3. Discovery Education Assessment Data	1.3. End of Course Exam Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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
N/A			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve science instruction to prepare for EOCs	Stipends for teachers for summer planning	Title I	\$741.00
Improve science instruction	Stipends and substitutes for teachers to attend professional development	Title I	\$1,166.00
Improve science instruction	Travel expenses for the PLC@Work conference	Title I	\$1,470.00
Subtotal: \$3,377.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$3,377.00			

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:			
Writing Goal #1a:		Students scoring at Achievement Level 3.0 and higher in writing will increase by 8%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% [32] of the student population tested scored at Level 3.0 and higher.		54% [37] of the student population tested will score Level 3.0 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	1A.1. Students are deficient in the area of writing conventions and organizational skills.	1A.1. Explicit teaching of writing conventions (Capitalization, punctuation and sentence structure) with immediate teacher feedback.	1A.1. Principal, Assistant Principal, Literacy Coach, and English Department	1A.1. Lesson Plans, In-class practice with on demand writing prompts, informal assessments.	1A.1. Monthly Rosenwald Writes, FCAT 2.0 Writing and FCAT Writing Rubric.
2	1A.2. Students are academically below grade level.	1A.2. Writing will be incorporated in all content areas with a clearly defined purpose for writing.	1A.2. Principal, Assistant Principal, Literacy Coach, and English Department	1A.2. Writing Journals/Portfolios, In-class practice paragraph writing.	1A.2. Pre/Post Writing Evaluations, FCAT 2.0 Writing
	1A.3.	1A.3.	1A.3.	1A.3. Student Portfolios and	1A.3. Monthly

3	Student apathy	Differentiation of instruction, use of graphic organizers, and writing exemplars in lesson plans.	Principal, Assistant Principal, Literacy Coach, and English Department	Classroom Walk Through (CWT).	Rosenwald Writes, FCAT 2.0 Writing and FCAT Writing Rubric.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ELA/CCSS	K - 12	Kathy Fontaine	Karol Hixon	Sept. 2012 – May 2013	Lesson Plans, Observations	Administration
Kagan	All	Kagan Trainer Literacy Coach	Karol Hixon, Michel Cooper, Julianne McCutcheon	August 2012-May 2013	Kagan Coaching, Lesson Plans, Observations	Administration, Kagan Coach, Literacy Coach

Writing Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Focus Calendar	Planning Time	Title I	\$494.00
Kagan Coaching	Materials	Title II	\$0.00
CCSS/ELA	Training	District	\$0.00
Text Complexity	Training	District	\$0.00
			Subtotal: \$494.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$494.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
Beginning school year 2012/2013 EOC [End of Course

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Exam] will be administered to all students enrolled in U.S. History. U.S. History EOC will be initiated for students enrolled in U.S. History. It will determine 30% of a student's grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	10% of students will score Level 3 in U.S. History.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student environmental factors: Students have little motivation or desire to engage in their learning.	1.1. Kagan Cooperative Learning Structures, CRISS strategies, nonlinguistic representations, more student projects, and the Learning Style Inventory to determine how each student learns more effectively.	1.1. Social Studies Dept.	1.1. EOC Practice Tests Formative Assessments	1.1. EOC Exam Summative Assessments Alternative Assessments Discovery Education Assessments
2	1.2. Students lack adequate skills for higher critical thinking tasks.	1.2. Gradual Implementation of Common Core Literacy Standards for History and opportunities to use of multiple sources, including primary sources with an emphasis on longer reading passages.	1.2. Social Studies Dept.	1.2. EOC Practice Tests Formative Assessments	1.2. EOC Exam Summative Assessments Alternative Assessments Discovery Education Assessments
3	1.3. Students' diverse learning styles are not considered in traditional learning environments.	1.3. Differentiated Instructional Strategies incorporated in classroom learning.	1.3. Social Studies Dept.	1.3. EOC Practice Tests Formative Assessments	1.3. EOC Exam Summative Assessments Alternative Assessments Discovery Education Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Beginning school year 2012/2013 EOC [End of Course Exam] will be administered to all students enrolled in U.S. History. U.S. History EOC will be initiated for students enrolled in U.S. History. It will determine 30% of a student's grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% of students will score Level 4 and Level 5 in U.S. History.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Student environmental factors: Students are not motivated or engaged in their education.	2.1. Differentiated Instructional Strategies incorporated in classroom environment. More hands-on projects and use of graphic representations. Learning Style Inventory	2.1. Social Studies Dept.	2.1. EOC Practice Tests Formative Assessments	2.1. EOC Exam Summative Assessments Alternative Assessments Discovery Education
2	2.2. Higher critical thinking skills are weak.	2.2. Use of a variety of texts for similar subject matter, Introduction of Common Core Literacy Standards for History.	2.2. Social Studies Dept.	2.2. EOC Practice Tests Formative Assessments	2.2. EOC Exam Summative Assessments Alternative Assessments Discovery Education
3	2.3. Students' diverse learning styles	2.3. Differentiated Instructional Strategies, CRISS strategies, Student generated projects	2.3. Social Studies Dept.	2.3. EOC Practice Tests Formative Assessments	2.3. EOC Exam Summative Assessments Alternative Assessments Discovery Education

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
U.S. History E.O.C. Exam Committee	Am. History	BDS	Connie Roscoe	May 17, 2012		
McGraw Hill Secondary Social Studies Textbook Training	Am. History	McGraw Hill	Connie Roscoe	July 11, 2012		
CAR-PD Summer Institute	Common Core State Standards	Florida Dept. of Education	Connie Roscoe	July 9-12, 2012		
FOCUS – Student Information System TRAINING	Technology	Co. Rep.	Connie Roscoe	Aug. 7, 2012		
EDMODO – basics fall 2012	Technology	BDS	Connie Roscoe	Sep. 27, 2012		
ELA-CCCC TRAINING	Common Core	BDS	Connie Roscoe	Bi Monthly - Sep. 2012-May 2013		
Text Complexity	Common Core	BDS	Connie Roscoe	Bi Monthly – Sept. 2012- May 2013		

CCSS Regional Fall Training	Common Core	Florida Dept. of Education	Connie Roscoe	Oct. 22-23, 2012		
Boys in Crisis	At Risk Populations	BDS	Connie Roscoe	Nov. 10, 2012		
School Improvement Based P.D.	At Risk Populations	BDS	Connie Roscoe Richard Gaither	July 30-Aug. 2, 2012		
ClassWorks	Technology	BDS	Richard Gaither	July 19, 2012		
Kagan	All	Literacy Coach	Connie Roscoe	August 2012-May 2013		

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Focus Calendar	Planning Time	Title I	\$494.00
Differentiated Instruction	Planning Time		\$0.00
			Subtotal: \$494.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$494.00

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:	Rosenwald High School will increase the Attendance Rate by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 Attendance Rate was 74%.	The Expected Attendance Rate for 2013 is 84%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
85% [325] of the students enrolled in 2012 had 10 or more absences.	Based on the previous year's attendance the number of excessive absences will be reduced by 10%

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
67% [242] of the students enrolled in 2012 were tardy 10 or more times.		Based on the previous year's attendance the number of excessive tardies will be reduced by 10%[218].			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student Environment Factors – Student Mindset Student Apathy	1.1. Rosenwald High School's Bell Schedule will remain as it was during the 2011 – 2012 Academic School Year.	1.1. Principal, Assistant Principal, Attendance Clerk, and Faculty	1.1. Monitor student attendance in the FOCUS database.	1.1. FOCUS
2	1.2. Lack of student ownership in responsibility of academics/education and success.	1.2. Provide motivational incentives for measurable gains/successes in attendance	1.2. Principal, Assistant Principal, Attendance Clerk, and Faculty	1.2. Monitor student attendance in the FOCUS database.	1.2. FOCUS
3	1.3. Lack of Parental Involvement	1.3. Positive Behavior Support System Tardiness and incidences of Skipping will be monitored by the faculty on a weekly basis. After 2 (two) or more incidences of tardiness, parents will be contacted by the faculty/staff via email, telephone and/or RWHS Parent Contact Notice.	1.3. Administration, Parent Liason, and RWHS Social Worker	1.3. Monitor the student attendance in the FOCUS database.	1.3. FOCUS
4	1.4 Lack of motivation for students to attend school	1.4 PBS Activities will be scheduled on Mondays and Fridays to encourage students to attend school.	1.4 PBS Team and administration	Monitor attendance for Mondays and Fridays to see if there is an increase in attendance on target days.	FOCUS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Boys in Crisis	All	Bay District	Michael Petty, Jane Wellman, Connie Roscoe	November 10, 2012		
FOCUS Training	All	Bay District	Karol Hixon, Tim Cook, Michael Petty, Richard Gaither, Jane Wellman, Barbara Boutwell	Fall 2012		

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Incentives	Incentives	PBS Internal	\$350.00
			Subtotal: \$350.00
			Grand Total: \$350.00

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:	Rosenwald High School will not implement an In-School Suspension programs for 2012 – 2013. Rosenwald High School will decrease the number of out of school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 179 incident reports written. 47% of the total referrals written.	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Of the 179 incident reports written 51% [91] students were suspended in-school.	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 264 incident reports or 69% of the population.	Expected number of out-of-school suspensions will be 59 % [225] students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
264 students received out of school suspension or 69% of the population.	Expected number of out-of-school suspensions will be 59% [225] students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student and Teacher Buy-In.	1.1. Implement Positive Behavior Support in stages.	1.1. Administration, MTSS Coaches, and Faculty	1.1. Recognition of students and faculty members that are supporting and clearly participating in PBS.	1.1. Running record of Discipline Referrals written.
2	1.2. Lack of students understanding of cultural diversity and mutual respect.	1.2. Continuation of Bully Proofing Curriculum embedded in the ELA Classrooms. Character Education information passages will be implemented in the ELA Classrooms.	1.2. Administration, MTSS Coach, and Faculty	1.2. Tracking through FOCUS the number of Bullying incidents school-wide.	1.2. Number of Bullying Incidents reported through the FOCUS database.
3	1.3. Lack of Funding	1.3. Student, Teacher Buy-in participation in Positive Behavior Support	1.3. Administration, MTSS Coach, and Faculty	1.3. Recognition of students and faculty members that are supporting and clearly participating in PBS.	1.3. Number of Discipline Referrals written and OSS Reports through FOCUS.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Decrease the number of suspensions	Purchase PBS materials	Title I	\$650.00
PBS	Planning Time	Title I	\$1,040.00
Subtotal: \$1,690.00			
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
Decrease the number of suspensions	Salary and benefits of Crisis Intervention Teacher	Title I	\$16,912.00
PBS Incentives	Materials	PBS Internal	\$250.00
			Subtotal: \$17,162.00
			Grand Total: \$18,852.00

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:

<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>Dropout Prevention Goal #1:</p>
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
15% [56] students dropped out of school.	The dropout rate will decrease to 5% [19] students.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
70% [71] of the students graduated during the 2012 school year.	80% [92] of enrolled Seniors will graduate.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Attendance	1.1. Credit Recovery/E2020	1.1. Administration, Faculty, Attendance Clerk, Social Worker, and Parent Liason	1.1. Monitoring Coursework for Completion	1.1. Course Completion
2	1.2. Students do not have a positive connection with school and/or are in need of mentorship.	1.2. Utilize all sources for mentoring programs and resource personnel to build relationships with students at Rosenwald High School.	1.2. Administration, Faculty, Attendance Clerk, Social Worker, and Parent Liason	Student Feedback	Surveys
3	1.3. Student Apathy	1.3. Implementation of Positive Behavior Support Strategies	1.3. Administration, Faculty, Attendance Clerk, Social Worker, and Parent Liason	Number of students remaining in school	FOCUS Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Model School Conference	9 - 12	Multiple Facilitators	Karol M. Hixon	June 25 – June 27	Presentation to Staff	Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Non-Instructional Classroom Support	Para-professional	Dropout Prevention Fund	\$7,478.25
			Subtotal: \$7,478.25
			Grand Total: \$7,478.25

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The goal is to increase parent involvement in the 2012-2013 school year by 50%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2011-2012 School year there were 14 parents	During the 2012-2013 school year there will be 21

involved.	parents actively involved.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are working parents and cannot attend school functions/activities in the evening.	1.1. Schedule activities for parents during evening hours as well as during school hours. Utilize various forms of communications to keep parents informed and to engage parents in educational practices.	1.1. Administration, SAC, Parent Liason, and Faculty	1.1. Parent Sign-in Documentation	1.1. Parent Sign-in Documentation
2	Students are defeated due to past failures	Implement a 2.0-4.0 GPA Award System	1.2. Administration, SAC, Parent Liason, and Faculty	Number of students maintaining the 2.0 GPA	Quarterly Assembly Documentation
3	1.3 Staff lacks the necessary empathy to educate the most difficult students	1.3 Implement a school-wide book study on educating African American Mmles	1.3. Administration, SAC, Parent Liason, and Faculty	1.3. increased achievement among African American males	1.3. Report card reviews.

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

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

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

Parent Involvement Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent involvement	Salary and benefits of parent liaison	Title I	\$10,240.00
Increase parent involvement	Supplies, materials, and refreshments for parent workshops	Title I	\$1,023.00
			Subtotal: \$11,263.00
			Grand Total: \$11,263.00

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		Increase the frequency and variation of inquiry based laboratory and investigative techniques using higher order thinking skills among student to increase STEM literacy			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lack of foundational skills to be successful	1.1 Professional Development for teachers in Differentiated Instruction	1.1 Administration and Teachers	1.1 Increased formative and summative assessment scores.	1.1 Students' grades
2	1.2 Lack of interest in STEM.	1.2 Utilize hands-on laboratory experiments and/or other engaging activities to teach needed skills using differentiated instruction	1.2 Administration and Teachers	1.2 Increased student interest	1.2 Surveys

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE					
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student interest in subject matter and certifications.	Inform students of the benefits of certifications	Administration, Guidance and Teachers	Numbers of students pursuing CTE certifications.	Certification Outcomes

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

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	Ruby Payne	Strategy Cards, mental Models, Video Clips	School Budget	\$264.00
Reading	Khao-Bridge Da Gap	Character Building Education through Reading	Title 1	\$2,500.00
Reading				\$0.00
CELLA	N/A			\$0.00
Mathematics	About Learning	Workbooks	Title 1	\$440.00
Science	N/A			\$0.00
Suspension	Decrease the number of suspensions	Purchase PBS materials	Title I	\$650.00
Suspension	PBS	Planning Time	Title I	\$1,040.00
				Subtotal: \$4,894.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Smartboard Technology	Technology	District	\$0.00
Reading	Bring Your Own Devices (BYOD) Initiative	Student devices are utilized to extend learning through technology	Parents/Students	\$0.00
CELLA	N/A			\$0.00
CELLA	N/A			\$0.00
CELLA	N/A			\$0.00
Mathematics	Calculators T-83	Graphing Tools (functions, linear equations and inequalities)	Grant	\$1,000.00
Science	N/A			\$0.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Align common core standards with ELA course descriptions	Teacher stipends for summer planning	Title I	\$2,593.00
Reading	Improve reading instruction	Stipends and substitutes for professional development	Title I	\$1,166.00
Reading	Improve reading instruction	Travel expenses for PLC@Work conference	Title I	\$1,470.00
Reading	Improve reading instruction	Registration for Reading by the Bay	Title I	\$135.00
Reading	Text Complexity	Understanding the usage of a variety of complex text.	District	\$0.00
Reading	Common Core	Vertical Alignment	District	\$0.00
Reading	Focus Calendar	Planning Time	Title I	\$494.00
CELLA	N/A			\$0.00
Mathematics	Align common core standards with math curriculum	Stipends for teachers for summer planning	Title I	\$1,111.00
Mathematics	Improve math instruction	Stipends and substitutes for professional development	Title I	\$1,166.00
Mathematics	Improve math instruction	Travel expenses for PLC@Work conference	Title I	\$1,470.00
Mathematics	Focus Calendar	Planning Time	Title I	\$494.00

Science	Improve science instruction to prepare for EOCs	Stipends for teachers for summer planning	Title I	\$741.00
Science	Improve science instruction	Stipends and substitutes for teachers to attend professional development	Title I	\$1,166.00
Science	Improve science instruction	Travel expenses for the PLC@Work conference	Title I	\$1,470.00
Writing	Focus Calendar	Planning Time	Title I	\$494.00
Writing	Kagan Coaching	Materials	Title II	\$0.00
Writing	CCSS/ELA	Training	District	\$0.00
Writing	Text Complexity	Training	District	\$0.00
U.S. History	Focus Calendar	Planning Time	Title I	\$494.00
U.S. History	Differentiated Instruction	Planning Time		\$0.00
				Subtotal: \$14,464.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide interventions	Salary and benefits for full time paraprofessional	Title I	\$24,179.00
Reading	Author's Visit	Consultants Fee and 5 Books	Title I	\$150.00
Reading	Improve reading vocabulary and comprehension and infuse character education standards	Purchase Bridging the Gap materials	Title I	\$2,107.00
Reading	High Interest Reading Text	Blueford Classroom Reading Series	Title 1	\$21.50
CELLA	N/A			\$0.00
Mathematics	Provide math interventions	Salary and benefits for a part-time teacher	Title I	\$26,871.00
Attendance	PBS Incentives	Incentives	PBS Internal	\$350.00
Suspension	Decrease the number of suspensions	Salary and benefits of Crisis Intervention Teacher	Title I	\$16,912.00
Suspension	PBS Incentives	Materials	PBS Internal	\$250.00
Dropout Prevention	Non-Instructional Classroom Support	Para-professional	Dropout Prevention Fund	\$7,478.25
Parent Involvement	Increase parent involvement	Salary and benefits of parent liaison	Title I	\$10,240.00
Parent Involvement	Increase parent involvement	Supplies, materials, and refreshments for parent workshops	Title I	\$1,023.00
				Subtotal: \$89,581.75
				Grand Total: \$109,939.75

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Getting parents and community members actively involved in the various activities within the school is an ongoing challenge. Currently we are working with the Parent Liaison to solicit other parents to be a part of the School Advisor Council. We are encouraging the parents that are involved to use their connections to help bridge the gap between the school and community. Short parent meetings are being coupled with Award Ceremonies in order to increase the parents knowledge of the various activities and needs within the school.

Projected use of SAC Funds	Amount
The available funds will be used to engage students in kinesthetic and school spirit activities during Field Day.	\$299.00

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

The SAC Committee will be instrumental in supporting Positive Behavior Support for the students throughout the year with various activities. In addition, the committee will be influential in leading fundraisers for the school. Field Day will be supported financially and physically by the SAC Committee.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found