

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAFAYETTE HIGH SCHOOL

District Name: Lafayette

Principal: Ray Stewart Hancock

SAC Chair: Dottie Clark

Superintendent: Thomas Lashley

Date of School Board Approval: 10/16/12

Last Modified on: 10/15/2012

Gerard Robinson, Commissioner
Florida Department of Education
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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	Ray Stewart Hancock	B.S. Education, M.S. Education Certified in Science, Educational Leadership	10	8	LHS school grade in 2010-2011 was a "B". LHS has maintained a "B" for the last 4 years. % meeting high standards in reading was 55%, math was 66%, writing was 77%, and science was 49%. % making learning gains in reading was 69%, math 75%. Bottom 25% in reading was 70%, math 67%. Algebra 1 EOC passage rate in 8th grade was 100%, 9th grade was 66%.

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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
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Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lori Sadler	Middle-School Language Arts, Elementary Education, Reading Endorsed, and ESOL certified	5	2	LHS school grade in 2010-2011 was a "B". LHS has maintained a "B" for the last 4 years. % meeting high standards in reading was 55%, math was 66%, writing was 77%, and science was 49%. % making learning gains in reading was 69%, math 75%. Bottom 25% in reading was 70%, math 67%. Algebra 1 EOC passage rate in 8th grade was 100%, 9th grade was 66%.

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	Teachers will be recruited through various methods. These methods include but are not limited to: Job Fairs, Job Postings on Teachers-Teachers.com and school website, and assistance through our Educational Consortium, NEFEC. Through Race to the Top, LHS will be implementing a Teacher Mentor Program to help in the retention of our new Teachers.	Debbie Land, Stewart Hancock	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
Teachers who are out of field: Becky Swain-Chemistry, Emily Beach-Biology and Environmental Science, Sheilah Broughton-Journalism, Josh Akers-Environmental Science, Robby Edwards-Intensive Math	Teachers will be adding the out of field subject area to their certification by taking their certification test.

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
32	0.0%(0)	21.9%(7)	40.6%(13)	37.5%(12)	34.4%(11)	87.5%(28)	31.3%(10)	12.5%(4)	46.9%(15)

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
No data submitted			

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

Lafayette High School is not a Title I school in 2012-2013. However, some Title I funds are used to provide comparable services to eligible students in non-title I schools.

Title I, Part C- Migrant

The Lafayette District files an Application for Title I Part A Basic, Migrant, and Title II Part A. Migrant, Homeless, English Language Learner (ELL) and ESE programs provide additional support to at risk students in addition to what is offered in regular education. All students are served in any program for which they qualify regardless of participation in other special programs.

Title I, Part D

N/A

Title II

Title II funds are used to provide professional development activities in core subjects. Each year the school improvement plan, school achievement data, principal input and teacher surveys are used to determine appropriate professional development.

Title III

Lafayette School District is not eligible for Title III funds.

Title X- Homeless

Lafayette High School provides services to eliminate barriers to student achievement through a Homeless Liaison. The Liaison assists students with enrollment, and helps the students and their families access health and community services. The Liaison also assists in finding housing and employment for students and their families identified as homeless.

Supplemental Academic Instruction (SAI)

Lafayette High School offers Intensive Reading and Math classes to students who need extra support in the area of Reading and Math.

Violence Prevention Programs

Nutrition Programs

Free and Reduced breakfast and lunch are available to all qualifying students.

Housing Programs

HUD subsidized apartments are available directly across from Lafayette High School.

Head Start

Head Start collaborates with Pre-K and Kindergarten teachers to ensure incoming students are ready with skills they need to be successful.

Adult Education

Parents and other community members interested in earning a diploma (GED) are given the opportunity to attend Lafayette High School's Adult Education Program.

Career and Technical Education

There are opportunities at Lafayette High School in the area of Career and Technical Education. Programs offered are Business Education, and Agricultural Education.

Lafayette High School offers a STEM Academy in the area of Agri-Science Technology. LHS provides coursework leading to industry certifications.

Job Training

LHS provides coursework leading to industry certification through the Business Ed and Ag Departments. LHS also offers a Teachers' Assistant Program for students interested in the teaching profession.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Lafayette High School's MTSS/RtI team will be overseen by the District RtI Coordinator. The school based team will consist of: Stewart Hancock, Principal; Lori Sadler, Reading Coach; and Melissa Hewett, Guidance Counselor. Classroom teachers will also serve on the School Based Leadership Team.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team will meet quarterly along with the Reading Leadership team. The team will discuss progress monitoring issues and data. Appropriate movements of students among the 3 tier levels of intervention will be determined at these meetings.

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

The school improvement plan is based on the implementation of the school's plan for Response to Intervention. The team will use data to develop the planned placement of students within the 3 tiers of intervention based on needs outlined in the school improvement plan.

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.

Data will be obtained from FCAT as well as the states PMRN site using the FAIR test for Reading. District developed math and science tests will be used to obtain data for Progress Monitoring within these subjects. Each student's data will be analyzed on a regular basis to adjust instruction as data suggests and assure proper assignment within the 3 tiers of intervention.

Describe the plan to train staff on MTSS.

Training will be on-going. Cindy McCray, District RtI Coordinator will be meeting with various staff groupings throughout the year to continue with needed RtI training and/or help with decisions concerning student tier movement and data analysis.

Describe the plan to support MTSS.

The district RtI Coordinator will assist teachers with student movement, documentation, and communication with students' families. The principal, Reading Coach, and RtI Coordinator will oversee that teachers receive appropriate training, perform appropriate documentation, and perform appropriate progress monitoring tests as well as provide opportunities for teachers and other MTSS/RtI team members to meet. RtI Coordinator and Reading Coach will suggest appropriate, alternate teaching strategies as necessary.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

LHS' Literacy Leadership Team consists of Stewart Hancock, Principal, Lori Sadler, Reading Coach, and all Language Arts/Reading Teachers.

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

The LLT meets quarterly to review various forms of student data including, FCAT and Progress Monitoring Data. Change of placement recommendations are made and reviewed by this team.

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

The major initiative of the LLT will be to ensure proper placement of students based on continuous review of student reading data. Another goal for LHS' LLT will be to improve the level of implementation of reading strategies in core areas other than reading/language arts as well as the implementation of CCSS literacy standards in all core subjects.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

At LHS, teachers will continue to implement reading strategies taught by the reading coach. Lesson plans and classroom observations will be conducted by the Principal to ensure Reading Strategies are incorporated in every subject.

*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?

N/A

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?

In addition to a Guidance Counselor, LHS also has in place a Career Counselor to assist students with making choices in regards to academic and career goals. Students are given the opportunity to meet with each of these individuals as needed. Students develop a career plan in middle school to guide their high school course selection. Students use an ePEP (Elelectronic Personal Education Plan). This plan can be modified yearly.

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](#)

Lafayette High School has in place opportunities for postsecondary readiness in various course offerings. These offerings

include: on and off campus dual enrollment classes as well as on campus AP classes. Off campus testing for the ACT and SAT is also provided. Students have access to the PERT, CPT as well as the PSAT on campus for college readiness testing. LHS will continue implementing the AVID Program in the 2012-2013 school year, which is designed to provide students with a support system to ensure they are college or career bound. All seniors who are not college ready, as indicated by PERT, in reading, writing, or math are required to take college readiness classes for those subjects.

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 will increase Reading proficiency between the 2012 and 2013 FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As shown by the 2012 FCAT, 55% (163) of students at LHS achieved proficiency in Reading. This is an decrease of 3 percentage points over the previous year's results.	Expected Level of students achieving the reading AMO-2 target on the 2013 FCAT is 61%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Regular implementation of reading strategies in all core and non-core classes.	To assist teachers with learning and teaching reading strategies in their classrooms.	Principal, Reading Coach	Classroom Observations, Monthly School Improvement meetings, literacy leadership meetings	FCAT data, Progress Monitoring Data, Lesson Plans
2	Implement Common Core State Standards (CCSS) into lessons *(although FCAT still tests NGSSS)	Teachers will begin to cross-over lesson plans with to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data
3	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
4	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
5	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
No students at LHS scored a 4, 5, or 6 on the FAA. Students that took the 2011-2012 FAA scored at level 7 or above.	LHS expects students taking the 2013 FAA to increase their current performance by a level or more.

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	ESE students' reading, math, and science ability and cognitive ability.	1. Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary. 2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans
2	Implement Common Core State Standards (CCSS) into lessons	Teachers will begin to cross-over lesson plans to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data

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:	LHS will be focusing on maintaining and raising the level of reading achievement among higher performing students.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (113) of students at Lafayette High School achieved above proficiency in reading as shown by the 2012 FCAT results.	The objective for the 2013 FCAT is for 31% of students tested to achieve above proficiency.

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	Regular implementation of reading strategies in all core and non-core classes.	To assist teachers with learning and teaching reading strategies in their classrooms.	Principal, Reading Coach	Classroom observations, Monthly School Improvement meetings, literacy leadership meetings	FCAT data, Progress monitoring data, Lesson plans, classroom observation
2	Implement Common Core State Standards (CCSS) into lessons. *FCAT still tests NGSSS	Teachers will cross-over from NGSSS to CCSS in lesson plans and instruction.	Principal, Reading Coach, Teachers, Department Chairs (school-wide)	Curriculum mapping/Planning Days, Department/Grade Level meetings, Progress Monitoring meetings	Lesson Plans (Focus calendar, unit maps) FCAT data, Progress monitoring data
3	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	progress monitoring meetings, department/grade-level meetings	progress monitoring data, FCAT data, Student enrollment, ACT scores, PERT scores, SAT scores

4	Students maintaining current proficiency levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
5	ESE students meeting proficiency levels.	ESE students now count in proficiency levels. Certified inclusion teachers will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT, Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP
6	Support and Enhanced academics for higher achieving students.	Additional support with reading strategies in Advanced Classes to ensure continued support of higher achieving students.	Reading Coach, Principal	Classroom Walkthroughs, Daily Lesson Plans	FCAT Data and Progress Monitoring Data.

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:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students at LHS that took the 2012 FAA scored level 7 or above.	LHS expects students to increase their current level of performance on the FAA in 2013 by one level or more.

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	ESE students' reading, math, and science ability and cognitive ability.	1. Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary. 2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans
2	Implement Common Core State Standards (CCSS) into lessons.	Teachers will begin to cross-over lesson plans to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in reading will increase during the 2012-2013 year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (279) of students at LHS made learning gains in reading as shown by the 2012 FCAT results. This is a increase of six percentage points from the previous year's results.	LHS expects 72% of students to make learning gains in reading on the 2013 FCAT test.

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	Regular implementation of reading strategies in all core and non-core classes.	To assist teachers with learning and teaching reading strategies in their classrooms.	Principal, Reading Coach	Classroom observations, Monthly School Improvement meetings, literacy leadership meetings	FCAT data, Progress monitoring data, Lesson plans
2	Implement Common Core State Standards (CCSS) into lessons. *FCAT still tests NGSSS	Teachers will begin to cross-over lesson plans from NGSSS to CCSS.	Principal, Reading Coach, Department Chairs, teachers	Curriculum mapping/planning days, Department/Grade-level meetings, Progress Monitoring meetings	Lesson plans (focus calendar, unit maps), FCAT data, Progress monitoring data
3	Students successfully achieving proficient and/or showing learning gains on FCAT.	Strategies such as differentiated instruction as well as more rigor lessons will be used to help students increase learning gains.	Principal, Reading Coach	Classroom observations, progress monitoring, reading coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
4	Large Class sizes for at risk readers.	Follow state guidelines regarding Class Size Reduction and limit remedial reading classes to no more than 20 students.	Reading Coach, Principal, Guidance Counselor	Review of Data and Class Roster to ensure proper placement of students in classes with limited numbers of seats.	FCAT data and Progress Monitoring Data.
5	Limited amount reading strategies offered to students.	To provide time out of classroom for reading teachers to analyze data and plan for instructional strategies and RTI for students.	Reading Coach, District RTI Coordinator	Review Progress Monitoring data over the course or the year.	Lesson plans, Progress Monitoring results, FCAT data, Classroom Walk-throughs

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
All students that took the FAA at LHS during the 2012-2013 school year did not make learning gains in the area of reading.	LHS expects students to increase their current level of performance on the 2013 FAA by one level or more.

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	ESE students' reading, math, and science ability and cognitive ability.	1. Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades,

		2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.			lesson plans
2	Implement Common Core State Standards (CCSS) into lessons.	Teachers will begin to cross-over lesson plans to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the Lowest 25% making learning gains in reading will increase according to the 2013 FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (283) of students in the Lowest 25% made learning gains in reading as shown by the results of the 2012 FCAT. This is a increase of 13 percentage points from the previous year's results.	LHS expects 73% of students in the lowest 25% to make learning gains in reading during the 2013 FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students successfully achieving proficient on FCAT.	1. Students not meeting reading proficiency will be placed into a Read 180 classroom receiving Read 180 and Failure Free instructional strategies. 2. Math students not meeting proficiency will receive an additional math skills class (intensive math) where extra math instruction will occur based on students' needs.	Reading Coach, Principal, teachers	Classroom observations, progress monitoring meetings,	FCAT data, Progress monitoring data, lesson plans, classroom observation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2012 LHS students' proficiency was 55%. This was 2% percentage points from our target of 57%. The AMO goal for LHS in 2017 is 77%. LHS plans to incorporate the strategies according to the Problem Solving Process to increase					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	61%	65%	69%	73%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	LHS expects all subgroups to meet and/or exceed their Target AMO Reading goal in 2013.
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
The following subgroups did not make satisfactory progress in reading on the 2012 FCAT: Black/African American- 29%, White- 60%, Students with Disabilities- 29%, Economically Disadvantaged-41%		According to the LHS Target AMO Reading goal for 2013 FCAT expectations for the following subgroups are as follows: Black/African American- 43%, White- 66%, Students with Disabilities-37%, Economically Disadvantaged- 49%.		
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 reading. Reading Goal #5C:	Due to the small number of students in the district and at Lafayette High School this number is not reported.
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	Limited access to a teacher that speaks English and Spanish.	1. Teachers trained to use strategies such as Differentiated Instructions, Response to Intervention (RtI), and Comprehensible Instructional Strategies (ELL strategies) to ensure students receive extra help and support through immersion style teaching. 2. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	Regular monitoring through classroom observations and meetings with teachers, testing throughout the year	CELLA data

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:	LHS expects to meet and/or exceed the Target AMO Reading goal for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of students with disabilities did not make satisfactory progress in reading on the 2012 FCAT.	The target AMO reading goal for 2013 FCAT will be 37% for students with disabilities not making 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	Students failure to complete assignments.	Rewards program implemented school-wide to increase level of assignments completed and turned in at every grade level.	Principal, Stephen Clark	Quarterly Rewards (attendance, missing assignments, behavior referrals)	Attendance, Behavior Nine-week grades

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:	LHS expects to meet and/or exceed the Target AMO Reading Goal for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of LHS' economically disadvantaged students did not make satisfactory progress on the 2012 FCAT. This is three percentage points under the 2012 target AMO reading goal of 44%.	LHS expects to meet and/or exceed the 2013 Target AMO reading goal for LHS's economically disadvantaged students of 49%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students failure to complete assignments.	Rewards program implemented school-wide to increase level of assignments completed and turned in at every grade level.	Principal, Stephen Clark	Quarterly Rewards (attendance, missing assignments, behavior referrals)	Nine-week grades
2	Students taking and being successful with more rigorous coursework in the area of reading	To provide AVID (college readiness program) to students meeting prerequisites with the on-going goal of providing AVID to all students. To provide common planning time for Nine-week lessons plans including strategies targeting students' needs.	Principal, Curriculum Coordinator, Guidance Counselor, AVID Team)	Meetings (quarterly and as needed) with AVID team	Progress Monitoring Data, FCAT data, Student successfully completing coursework, student AVID notebook

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Text Complexity	Grades 6-12	Lori Sadler (reading coach)	school-wide	early release school improvement meetings, quarterly, as needed throughout the year	Lesson plans, classroom observations, quarterly meetings	Lori Sadler, Stewart Hancock
Common Core State Standards	Grades 6-12	Lori Sadler (reading coach), department chairs, Stewart Hancock (principal)	school-wide	early release school improvement meetings, quarterly, as needed throughout the year	Lesson plans (unit plans), quarterly meetings	Lori Sadler, Stewart Hancock, and Department Chairpersons
Review of Framework for Understanding Poverty	Grades 6-12	Mary Anne McCray,	school-wide	early release school improvement meetings, quarterly, as needed throughout year	Classroom observations	Stewart Hancock

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Read 180	Reading Program	Reading Allocation	\$2,100.00
Failure Free	Reading Program	General Fund	\$8,000.00
			Subtotal: \$10,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Mapping/CCSS, Text Complexity	Trainer and stipend for teachers	Title IIA	\$5,603.00
Continue implementation of Marzano strategies	Trainer on early release workshops	Title IIA	\$345.00
Common Core State Standards (CCSS), Text Complexity	Trainer on early release workshops	Title IIA	\$307.00
			Subtotal: \$6,255.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$16,355.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	LHS plans to increase the percentage of students acquiring and attaining English language proficiency in Oral skills (listening and speaking) on the 2013 Comprehensive English Language Learning Assessment (CELLA).
2012 Current Percent of Students Proficient in listening/speaking:	

41% of the ELL students at LHS were proficient in Listening/Speaking skills during the 2011-2012 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to a teacher that speaks English and Spanish.	Teachers trained to use strategies such as Differentiated Instructions, Response to Intervention (RtI), and comprehensible Instructional Strategies to ensure students receive extra help and support through immersion style teaching. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	2012-2013 CELLA scores	CELLA

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:

LHS plans to increase the percentage of students acquiring and attaining English language proficiency in Reading on the 2013 Comprehensive English Language Learning Assessment(CELLA).

2012 Current Percent of Students Proficient in reading:

18% of the ELL students at LHS were proficient 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	Limited access to a teacher that speaks English and Spanish.	Teachers trained to use strategies such as Differentiated Instructions, Response to Intervention (RtI), and Comprehensible Instructional strategies to ensure students receive extra help and support through immersion style teaching. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	Scores from the 2012-2013 CELLA	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

LHS plans to increase the percentage of students acquiring and attaining English language proficiency in Writing on the 2013 Comprehensive English Language

2012 Current Percent of Students Proficient in writing:

35% of ELL students at LHS were proficient in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to a teacher that speaks English and Spanish.	Teachers trained to use strategies such as Differentiated Instructions, Response to Intervention (RtI) so students receive extra help and support through immersion style teaching. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	Scores from 2012-2013 CELLA	CELLA

CELLA Budget:

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

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:	LHS will continue to increase the amount of students scoring at or above proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (163) of students at Lafayette High School scored proficient or above on the 2012 FCAT Math test.	Expected Level of students achieving the math AMO-2 target on the 2013 FCAT is 61%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implement Common Core State Standards (CCSS) into lessons *(although FCAT still tests NGSSS)	Teachers will begin to cross-over lesson plans with to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data
2	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
3	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
4	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP
5	Student's scoring proficient on FCAT 2013.	Provide an intensive math class time for students under or border-line proficiency on the 2012 FCAT.	Principal, Teachers,	Progress Monitoring, Lessons designed to meet students' needs, classroom observations,	Lesson Plans, Progress Monitoring data, FCAT data

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:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (4) students that took the FAA in 2012 scored at levels 4,5, or 6.	LHS expects students taking the FAA in 2013 to increase their score by at least one level or more.
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Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE students' reading, math, and science ability and cognitive ability.	1.Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary. 2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans

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:	Lafayette High School will continue to improve the numbers of students scoring above proficiency on the 2013 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (73) of students at LHS achieved above proficiency as reported by the 2012 FCAT results. This is five percentage points higher than the 2011 FCAT results.	LHS expects 35% students to perform above proficiency on the 2013 FCAT math test. .

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	Implement Common Core State Standards (CCSS) into lessons. *FCAT still tests NGSSS	Teachers will cross-over from NGSSS to CCSS in lesson plans and instruction.	Principal, Reading Coach, Teachers, Department Chairs (school-wide)	Curriculum mapping/Planning Days, Department/Grade Level meetings, Progress Monitoring meetings	Lesson Plans (Focus calendar, unit maps) FCAT data, Progress monitoring data
2	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	progress monitoring meetings, department/grade-level meetings	progress monitoring data, FCAT data, Student enrollment, ACT scores, PERT scores, SAT scores
3	Students maintaining current proficiency levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
4	ESE students meeting proficiency levels.	ESE students now count in proficiency levels. Certified inclusion teachers will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT, Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
LHS did not have any students to score at or above level 7 on the 2012 FAA.	LHS expects students taking the 2013 FAA to score level 7 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	ESE students' reading, math, and science ability and cognitive ability.	1. Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary. 2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans

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:	Lafayette High School will increase the amount of students making learning gains on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (185) students at LHS showed Learning Gains in Mathematics as shown by the 2012 FCAT results.	LHS expects 78% students making Learning Gains in Math during the 2013 FCAT Test.

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	Implement Common Core State Standards (CCSS) into lessons. *FCAT still tests NGSSS	Teachers will begin to cross-over lesson plans from NGSSS to CCSS.	Principal, Reading Coach, Department Chairs, teachers	Curriculum mapping/planning days, Department/Grade-level meetings, Progress Monitoring meetings	Lesson plans (focus calendar, unit maps), FCAT data, Progress monitoring data
2	Students successfully achieving proficient and/or showing learning gains on FCAT.	Strategies such as differentiated instruction as well as more rigor lessons will be used to help students increase learning gains.	Principal, Reading Coach	Classroom observations, progress monitoring, reading coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans

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:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students that took the 2012 FAA did not make learning gains in mathematics.	LHS expects students who take the FAA in 2013 to increase their learning gains by increasing their FAA level by one or more levels.

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	ESE students' reading, math, and science ability and cognitive ability.	1. Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary. 2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans

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:	LHS will increase the number of students making learning gains in the lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (165) of students in the Lowest 25% made learning gains in the area of Math. This was an decrease of three percentage points from the 2011 FCAT results.	LHS expects 75% of students in the Lowest 25% to make Learning Gains in Math during the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students successfully achieving proficient on FCAT.	1. Students not meeting reading proficiency will be placed into a Read 180 classroom receiving Read 180 and Failure Free instructional strategies. 2. Math students not meeting proficiency will receive an additional math skills class (intensive math) where extra math instruction will occur based on students' needs.	Reading Coach, Principal, teachers	Classroom observations, progress monitoring meetings,	FCAT data, Progress monitoring data, lesson plans, classroom observation

2	Class time for students in Lowest 25% to work on remediation of math skills.	Provide an intensive math class for students who require remediation.	Principal, Guidance Counselor	Progress monitoring, lessons to meet students' needs	Lesson plans, 2012-2013 Progress monitoring results and FCAT
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In 2012 LHS students' proficiency was 66%. . The AMO goal for LHS in 2017 is 77%. LHS plans to exceed the state AMO goal for LHS by 10 percentage points. LHS will accomplish this by incorporating the strategies according to the				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	61%	65%	69%	73%	

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:	LHS strives to increase all students' FCAT scores on the 2013 test. LHS expects to meet or exceed all targeted AMO math goals for all subgroups according to the 2013 FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Hispanic subgroup at LHS did not meet their target AMO in math according to the 2012 results. 61 % of this subgroup scored satisfactory. This is one percentage point below the targeted AMO for math in 2012 of 62%.	LHS expects to meet/exceed the target AMO math goals for 2013: Black/African American- 41% Hispanic- 65% White- 63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student making learning gains on 2012 FCAT.	To implement PreAP/Rigor strategies into all math classes. To rise the expectations of students.	Principal, Math Department Chair, Curriculum Coordinator, Math teachers	Curriculum Maps/Lesson Plans, Classroom Walkthroughs, Charting student progress (teacher & student)	FCAT Data, Progress Monitoring Results, Student Progress monitoring results
2	Student readiness for college, math coursework.	To imlement the AVID program with students who meet the prerequisites and continue an on-going attempt to offer AVID to all students.	Principal, Curriculum Coordinator, AVID teachers	Classroom walkthroughs, Monthly meeting to discuss student success	Lesson Plans, Student AVID notebook

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:	Due to the small number or students in the district and at Lafayette High School this number is not reported.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to a teacher that speaks English and Spanish.	1. Teachers trained to use strategies such as Differentiated Instructions, Response to Intervention (RtI), and Comprehensible Instructional Strategies (ELL strategies) to ensure students receive extra help and support through immersion style teaching. 2. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	Regular monitoring through classroom observations and meetings with teachers, testing throughout the year	CELLA data
2	N/A	N/A	N/A	N/A	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:	This subgroup met their targeted Math AMO goal for 2012. LHS expects to meet the targeted AMO Math goal for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% of students with disabilities at LHS scored satisfactory according to 2012 FCAT results. This is 4 percentage points above the target AMO math goal of 32%.	LHS expects to meet the targeted AMO math goal of 38% for 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students failure to complete assignments.	Rewards program implemented school-wide to increase level of assignments completed and turned in at every grade level.	Principal, Stephen Clark	Quarterly Rewards (attendance, missing assignments, behavior referrals)	Attendance, Behavior Referrals, Nine-week grades

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:	This subgroup met their targeted AMO goal for 2012. LHS expects to exceed this goal in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of the Economically Disadvantaged students at LHS scored satisfactory according to 2012 FCAT results. This was 9 percentage points high than the target AMO math goal for 2012 of 49%.	The Target AMO math goal for 2013 is 53%. LHS expects to exceed this goal due to the 2012 FCAT results.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students successfully completing math requirements.	To provide DOP classes to assist students with their coursework and becoming frustrated or failing courses.	Principal, DOP teachers	Curriculum Maps/ Lesson Plans	FCAT Data

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	LHS did not have any students at the high school level to take the 2012 FAA. However, there are students currently enrolled in high school that will take the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	LHS did not have any students at the high school level to take the 2012 FAA. However, LHS currently has students enrolled in high school that will take the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	LHS did not have students at the high school level take the 2012 FAA. However, LHS currently has students enrolled in high school that will take the 2013 FAA.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
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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 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
1	Limited access to a teacher that speaks English and Spanish.	1. Teachers trained to use strategies such as Differentiated Instructions, Response to Intervention (RtI), and Comprehensible Instructional Strategies (ELL strategies) to ensure students receive extra help and support through immersion style teaching. 2. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	Regular monitoring through classroom observations and meetings with teachers, testing throughout the year	CELLA data
2	Limited access to a teacher that speaks English and Spanish.	1. Teachers trained to use strategies such as Differentiated Instructions, so students receive extra help and support through immersion style teaching. 2. A Language Facilitator can assist teachers with students that have language barriers.	Betina Hurst, Maria Huerta	Classroom observations and assistance, CELLA testing, progress monitoring	CELLA data

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:	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:

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				

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:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	LHS will continue to increase the amount of students scoring at or above proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (44) of LHS students who took the Algebra EOC for the first time scored level 3.	LHS expects to increase the amount of students scoring level 3 on the 2013 Algebra EOC to 75%.

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
	Implement Common Core State Standards	Teachers will begin to cross-over lesson plans	Principal, Reading Coach,	Curriculum Mapping/Planning days,	Lesson Plans (focus calendar,

1	(CCSS) into lessons *(although FCAT still tests NGSSS)	with to include CCSS.	Department Chair, Teachers (school-wide effort)	Department/Grade-Level meetings, Progress Monitoring meetings	unit plans), FCAT data, Progress Monitoring data
2	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
3	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
4	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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:	Lafayette High School will continue to increase the number of students scoring above proficiency on the 2013 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (19) of students who took the Algebra I EOC scored at or above level 4 on the 2012 Algebra EOC.	LHS expects to continue to increase the amount of students scoring level 4 on the Algebra EOC to 30% on the 2013 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	Implement Common Core State Standards (CCSS) into lessons. *FCAT still tests NGSSS	Teachers will cross-over from NGSSS to CCSS in lesson plans and instruction.	Principal, Reading Coach, Teachers, Department Chairs (school-wide)	Curriculum mapping/Planning Days, Department/Grade Level meetings, Progress Monitoring meetings	Lesson Plans (Focus calendar, unit maps) FCAT data, Progress monitoring data
2	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	progress monitoring meetings, department/grade-level meetings	progress monitoring data, FCAT data, Student enrollment, ACT scores, PERT scores, SAT scores
3	Students maintaining current proficiency levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
	ESE students meeting proficiency levels.	ESE students now count in proficiency levels. Certified	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning	nine-week grades, FCAT data, Progress

4		inclusion teachers will help support classroom teachers with mainstreamed ESE students.		community meetings (FCAT, Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	Monitoring Data, IPDP, IEP
5	Students taking and being successful with rigorous coursework.	To provide advanced classes for students achieving at or above proficiency.	Principal, Guidance Counselor	progress monitoring meetings, department/grade-level meetings	progress monitoring data, FCAT data, Student enrollment, ACT scores, PERT scores, SAT scores

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:	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	Implement Common Core State Standards (CCSS) into lessons *(although FCAT still tests NGSSS)	Teachers will begin to cross-over lesson plans with to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data
2	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
3	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
4	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implement Common Core State Standards (CCSS) into lessons. *FCAT still tests NGSSS	Teachers will cross-over from NGSSS to CCSS in lesson plans and instruction.	Principal, Reading Coach, Teachers, Department Chairs (school-wide)	Curriculum mapping/Planning Days, Department/Grade Level meetings, Progress Monitoring meetings	Lesson Plans (Focus calendar, unit maps) FCAT data, Progress monitoring data
2	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	progress monitoring meetings, department/grade-level meetings	progress monitoring data, FCAT data, Student enrollment, ACT scores, PERT scores, SAT scores
3	Students maintaining current proficiency levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
4	ESE students meeting proficiency levels.	ESE students now count in proficiency levels. Certified inclusion teachers will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT, Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Teaching Strategies	Grade 6-12	Lori Sadler	school-wide	Preplanning, early release, quarterly meetings	Lesson plans, classroom observations	Stewart Hancock, Lori Sadler
Common Core State Standards (CCSS)	Grade 6-12	Lori Sadler, Linda Driver (Math Chair)	school-wide	Preplanning, early release, quarterly meetings	Lesson plans, classroom observations	Stewart Hancock, Math Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards/Marzano Teaching Strategies	Trainer for training	Title IIA *amount in Reading area of plan	\$0.00
AP Conference	Training for M. Koon	Title IIA	\$201.00
			Subtotal: \$201.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$201.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		LHS did not have any high school level students to take the 2012 FAA.			
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	Students not comprehending science information and/or questions (complexity).	Implement reading strategies, addressing complexity, through science classes.	Principal, Science Chair, science teachers.	Lessons used in classroom, Progress Monitoring, Classroom observations, quarterly meetings	Progress Monitoring results, Lesson Plans, observations, FCAT results
	Student lack of motivation for and background knowledge	To implement class labs, technology and/or field trips to	Principal, Science Chair	Lessons, technology, guest speakers, speakers scheduled	Progress Monitoring results, Lesson

2	of science material.	help students make connections and build background knowledge.		throughout year, Classroom walkthroughs, progress monitoring (teacher/student)	plans, FCAT results
3	Students' lack of ability to connect previous year's science content knowledge to current content.	Teachers will plan lessons that are vertically aligned to help build content knowledge and help teachers progress monitor students.	Principal, Science Chair, Science Teachers	Monthly/Quarterly meetings to discuss science data, align standards according to students' needs.	Lesson plans

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:	LHS did not have any high school level students to take the 2012 FAA. However, LHS currently has students enrolled at the high school level
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	Implement Common Core State Standards (CCSS) into lessons.	Teachers will begin to cross-over lesson plans to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data

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:	Lafayette High School continues to place an emphasis on making gains in the area of FCAT Science and making coursework more rigorous.
2012 Current Level of Performance:	2013 Expected Level of Performance:
About 11% (9) of 8th graders scored above proficiency on the 2011-2012 FCAT Science Test.	It is expected that 15% of 8th grade students will score above proficiency on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not comprehending science information and/or questions (complexity).	Implement reading strategies, addressing complexity, through science classes.	Principal, Science Chair, science teachers	Lessons used in classroom, Progress Monitoring, Classroom observations, quarterly meetings	Progress Monitoring results, Lesson Plans, classroom observations, FCAT results
	Student lack of motivation for and	To implement class labs, technology	Principal, Science Chair	Lessons, technology, guest speakers,	Progress Monitoring

2	background knowledge of science material.	and/or field trips to help students make connections and build background knowledge.		speakers scheduled throughout year, Classroom observations, progress monitoring	results, Lesson plans, FCAT results
3	Students' lack of ability to connect previous year's science content knowledge to current content.	Teachers will plan lessons that are vertically aligned to help build content knowledge and help teachers progress monitor students.	Principal, Science Chair, Science Teachers	Monthly/Quarterly meetings to discuss science data, align standards according to students' needs.	Lesson plans

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:	LHS strives to provide equal education to all students and use differentiated instruction as needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% students at LHS scored at level 7 on the 2012 FAA.	LHS expects students taking the 2013 FAA to increase their score by one level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implement Common Core State Standards (CCSS) into lessons.	Teachers will begin to cross-over lesson plans to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data

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:	LHS did not have any high school level students to take the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	LHS did not have any high school level students to take the 2012 FAA. However, LHS currently has students enrolled at the high school level
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				

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	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	Regular implementation of reading strategies in all core and non-core classes.	To assist teachers with learning and teaching reading strategies in their classrooms.	Principal, Reading Coach	Classroom Observations, Monthly School Improvement meetings, literacy leadership meetings	FCAT data, Progress Monitoring Data, Lesson Plans
	Implement Common	Teachers will begin to	Principal, Reading	Curriculum	Lesson Plans

2	Core State Standards (CCSS) into lessons *(although FCAT still tests NGSSS)	cross-over lesson plans with to include CCSS.	Coach, Department Chair, Teachers (school-wide effort)	Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	(focus calendar, unit plans), FCAT data, Progress Monitoring data
3	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
4	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
5	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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	ESE students' reading, math, and science ability and cognitive ability.	1. Through small group instruction, provide daily reading and comprehension activities through all content areas and to increase vocabulary. 2. To learn new math operations, provide daily reviews of previously learned operations through small group instruction.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans

(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
Curriculum Map/Complexity, Common Core Standards	Grade 6-12	L.Sadler	school-wide	preplanning, quarterly meetings	lesson plans, progress monitoring, department meetings, classroom observations	Stewart Hancock, Science Chairperson, L.Sadler
AP strategies	science-school-wide	M.Koon	M.Koon, Science Chair, Science teachers	quarterly meetings	lesson plans, progress monitoring	Science Chair, Science teachers, Stewart Hancock

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AP Conference	Traing for Mary Koon	Title IIA *amount used in Math Section	\$0.00
Common Core State Standards (CCSS)	Training for Teachers	Title IIA *amount used in Reading Section	\$0.00
Marzano Teaching Strategies	Training for Teachers	Title IIA *amount used in Reading section	\$0.00
Kagan Summer Academy	Training for M. Law (science teacher)	Title IIA	\$2,008.00
			Subtotal: \$2,008.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,008.00

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:	Lafayette High School strives to increase the amount of students achieving achievement level 3 or higher.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (121) of students tested achieved at or above a Level 3 in Writing.	Lafayette High School expects to see Writing achievement increase to 80% students scoring at Level 3 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	Students have a limited amount of time in Language Arts class for writing practice.	To increase time dedicated to writing by implementing a district-wide, grade appropriate writing assessment to better progress monitor students' writing.	Lang. Arts Teachers, Principal	Monthly meetings, classroom observations, progress monitoring	lesson plans, district writing assessment results (progress monitoring), FCAT results
2	Students and Teachers lack of understanding of the expectations of writing and how writing is scored.	To learn new writing strategies, implement new writing strategies into writing lessons, and plan as writing department.	Lang. Arts teachers, Principal	Professional development training, quarterly planning days, writing workshops, and progress monitoring.	Lesson plans, district writing assessment results, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	LHS strives to provide equal education to all students and use differentiated instruction when needed based on students' needs. Progress monitoring strategies will be used throughout the year to make adjustments to curriculum and instruction. LHS expects to continue to maintain current level of performance with students who take the FAA.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of all LHS students who took the 2012 FAA scored at level 7 on the FAA data. LHS did not have any students who scored at levels 4, 5, or 6.	LHS expects students who take the 2013 FAA to increase their learning level to 8 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	ESE students' writing ability and cognitive ability.	Using small group instruction to provide daily writing on a specific prompt and teaching students to understand how to go through the editing process on all writing.	ESE inclusion teachers, ESE teacher, Principal, Lafayette District Schools' Staffing Specialist	progress monitoring meetings, IEP meetings, quarterly planning/data meetings, classroom observations	Classroom observation, progress monitoring data, FAA data and/or FCAT data, nine-week grades, lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop	grade 6-12	Natalie Wisdahl (Lang. Arts Chair)	Language Arts Teachers	professional development workshop day out of classroom	lesson plans, classroom observations	Natalie Wisdahl, Stewart Hancock
Planning for Writing	grade 6-12	Lori Sadler (reading coach)	Language Arts Teachers	Quarterly Meetings, Professional development days (writing workshop)	Lesson plans, Progress Monitoring	Stewart Hancock, Lori Sadler, Language Arts Chair

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
Writing Workshop	Writing workshop to train Teachers	Title IIA	\$840.00
			Subtotal: \$840.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$840.00

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

1	Regular implementation of reading strategies in all core and non-core classes.	To assist teachers with learning and teaching reading strategies in their classrooms.	Principal, Reading Coach	Classroom Observations, Monthly School Improvement meetings, literacy leadership meetings	FCAT data, Progress Monitoring Data, Lesson Plans
2	Implement Common Core State Standards (CCSS) into lessons *(although FCAT still tests NGSSS)	Teachers will begin to cross-over lesson plans with to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data
3	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
4	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
5	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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
civics training		Civics Training	J. Brock		future implementaiton	J. Brock, Stewart Hancock

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
Civics Training	teacher training	Title IIA	\$126.00
			Subtotal: \$126.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$126.00

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History.

U.S. History Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Regular implementation of reading strategies in all core and non-core classes.	To assist teachers with learning and teaching reading strategies in their classrooms.	Principal, Reading Coach	Classroom Observations, Monthly School Improvement meetings, literacy	FCAT data, Progress Monitoring Data, Lesson Plans

				leadership meetings	
2	Implement Common Core State Standards (CCSS) into lessons *(although FCAT still tests NGSSS)	Teachers will begin to cross-over lesson plans with to include CCSS.	Principal, Reading Coach, Department Chair, Teachers (school-wide effort)	Curriculum Mapping/Planning days, Department/Grade-Level meetings, Progress Monitoring meetings	Lesson Plans (focus calendar, unit plans), FCAT data, Progress Monitoring data
3	Students taking and being successful with rigorous coursework.	To provide Dual Enrollment opportunities for students achieving at or above proficiency.	Principal, Guidance Counselor	Progress Monitoring meetings, Department/Grade-level meetings	Progress Monitoring data, FCAT data, Student Enrollment, ACT scores, PERT scores, SAT scores
4	Students maintaining current proficient levels.	To maintain students who are currently proficient or continue to increase current proficiency level (to help push level 3 to 4, 4 to 5).	Principal, Reading Coach	Classroom observations, progress monitoring, Reading Coach supporting teachers with more rigorous resources	progress monitoring data, classroom observations, lesson plans
5	ESE students meeting proficiency levels.	Certified inclusion teacher will help support classroom teachers with mainstreamed ESE students.	Principal, Inclusion Teachers	Principal observations, literacy leadership meetings, learning community meetings (FCAT Prog. Monitoring, IPDP data is continuously reviewed), IEP meetings	nine-week grades, FCAT data, Progress Monitoring Data, IPDP, IEP

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.
U.S. History Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Consistent attendance is a primary focus of Lafayette High School. LHS believes consistent attendance promotes better academic opportunities for all students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current 2012 Attendance Rate is not available at this time.	LHS expects to increase its attendance rate during the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
29% (161) students at LHS had excessive absences during the 2011-2012 school year.	LHS expects to decrease the number of students with excessive absences to 20% or less during the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

9% (53) students at LHS had excessive tardies to their first period class during the 2011-2012 school year.		LHS expects to lower the number of tardies to 5% or less during the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are sometimes unaware of the attendance policies.	Provide handbooks to students (located in their student planner) outlining attendance policies to students.	Principal	Attendance reports	Attendance Rate Parent Survey
2	Parents are sometimes unaware when their child is absent.	Provide a phone call to parents when students are excessively absent.	Principal, Attendance Clerk, Stephen Clark (Dean)	Attendance reports, Parent communication	Attendance Rate Parent Survey RtI Behavior/Attendance Documentation
3	Students' lack of attendance due to not performing successful in classes.	To communicate to teachers who their "at-risk" students are. To provide AVID classes to targeted students.	Principal, SSAM coordinator and teachers, Attendance Clerk, Stephen Clard (Dean)	Weekly attendance reports, Attendance Rates, Progress Monitoring, grade-level/department planning meetings	Year-end data, Progress Monitoring results, quarterly attendance reports

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	LHS will continue to make all efforts to keep students in class so they can receive the best education possible. LHS will continue to lower the number of students being suspended from school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
LHS no longer has ISS. Instead, LHS has an After-School Detention time in effort to maintain students' academic progress. After-school detention teachers help ISS students with their work while serving ISS after school hours. The number of students considered "in-school suspension" that served detention after school were 11 for the 2011-12 school year.	LHS expects to lower the number of students considered to be in-school suspensions to 10 or fewer.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in-school for the 2011-12 school year were eight.	LHS expects to maintain the number of students suspended in-school at 8 or fewer.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The number of Out-of School Suspensions for the 2011-2012 school year was 22%(125).	LHS expects less than 20% students to receive out-of-school suspension for 2012-2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The number of Students Suspended Out of School for 2011-2012 was 15% (82).	LHS expects 10% or fewer total students to receive Out of School suspension for 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students repeatedly receiving discipline referrals.	To meet with teachers to discuss proper documentation prior to writing a referral and how to fill-out behavior referral using appropriate documentation. Strategies to use prior to writing a referral.	Stephen Clark, School Dean	Teacher documentations prior to referral. Behavior Rtl meetings as needed throughout the year.	pre-referral documentation, referrals, 2012-2013 Suspension Data, Rtl Behavior Data
	Students receiving ISS or OSS.	To meet with students and parents to discuss	Stephen Clark, School Dean	Rtl documentation strategies, parent-	prereferral documentation,

2	areas of concern according to documentation from teachers and/or dean.	student-teacher-Rtl Team meetings	Behavior Rtl data, Suspension data
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	LHS strives to prevent students from dropping-out of school by identifying possible drop-out candidates early in their high-school career, provide academic support, and supervision to help prevent students from dropping-
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1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	out of school. All at risk students are identified moving from 8th to 9th grade. Teachers are made aware of who these students are which enables them to offer these students extra support. These students are also placed in a Critical Thinking/Study Skills class which helps to ensure they will receive their 9th grade credits and remain on pace to graduate. Some of the information students will be exposed to in this class are guest speakers and administrators from technical and vocational programs who educate our students on possible career pathways.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
According to 2011-2012 data, 2% (11) of students attending LHS dropped-out.	LHS expects less than 2% students to drop-out during the 2012-2013 school year.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
LHS's 2011-2012 Graduation Rate is 79%.	LHS expects 85% or more students to graduate during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not meeting attendance requirements.	Students attendance will be monitored through RtI Behavior strategies.	Stephen Clark (Dean), Patty Frier (Attendance Clerk)	Attendance reports, Parent meetings (as needed throughout the year)	Attendance Rate
2	Students not scoring proficient on Reading, Math FCAT components.	Small group English and Math instruction and remediation.	Principal, Reading Coach	Classroom observations, Department/Grade-level planning meetings	Drop-out and Graduation Rate, Progress Monitoring, Fair, and FCAT results.
3	Students failing classes and not receiving credits needed to graduate.	Small group instruction for English and Math Courses as well as support with Science and Social studies instruction.	Guidance Counselor	Classroom observations,mtg with melissa hewett	Progress Monitoring results, Weekly Grade reports, Nine-week grades,
4	Students' lack of awareness of career readiness opportunities.	Students will be exposed to various guest speakers, field trips to become more aware of vocational and career opportunities after graduation.	Principal, Guidance Counselor	Students enrolling in vocational programs after graduation.	Graduation and Drop-out Rate

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

Dropout Prevention Budget:

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

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:		Lafayette High School continues to promote and increase Parent Involvement.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Numerical Data not available.		Lafayette High School is striving to improve Parent Involvement during the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental interest in school related activities	Lafayette District Schools will be hosting a district wide community night (PIN-Parent Involvement Night) to increase the	District and School Level Administrators	Attendance at PIN	Sign-in sheets, etc.

		community interest in the school.			
2	Lack of parental interest in school related activities.	During preplanning all teachers called their home-room class to invite parents and students to LHS Open House.	Principal, teachers	Attendance at Open House	Sign-in sheets, (amount of schedules/syllabi picked-up by students, etc.)
3	Lack of parent communication with school.	To send home a monthly newsletter to communicate upcoming events at school.	Teachers, Principal, Principal's Secretary	Parent survey results	Parent survey
4	Limited access to school information, forms.	To continue to update and add to Lafayette District School's website so teachers and students can obtain information, communication needed to help promote a school/home relationship.	Technology Specialist	Parent survey results	Parent survey
5	Lack of parental information on academic progress.	Teacher continuously update grades on Skyward which all parents have access to.	Teachers, Technology Specialist	Skyward Parent Access	Percentage of Parents who log into Skyward.

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		LHS realizes the importance of STEM education and strives to prepare students to be qualified for high-tech jobs post graduations. LHS expects to increase the enrollment of students into STEM education classes.			
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 enrollment into STEM classes due to the newness of them and lack of awareness.	To promote, advertise what STEM classes are and which ones LHS offers through parent meetings, guidance meetings, community awareness, and various school events/activities on campus throughout the school year.	Principal, STEM teachers, Guidance Counselor	enrollment information, parent meetings, student academic schedule meetings with guidance counselor, certifications	STEM classes enrollment data, end of year performance, industry certification
2	Lack of choices due to limited scheduling and resources.	To continue to build the STEM education choices at LHS. *4 cape academies are currently offered. This is an increase compared to 2011-2012.	Principal, STEM teachers, Guidance Counselor	enrollment information, parent meetings, student academic schedule meetings with guidance counselor, certifications, community involvement	STEM classes enrollment data, end of year performance, industry certification

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
STEM/CTE training (Career and Tech. Educators)	High School Ag and Business	Off-Campus Training, Career and Tech. Educators	Ag and Business Teachers	Quarterly Meetings	Monitor students enrolled in STEM and CTE classes.	Teachers, Principal, Guidance Counselor

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
Florida Association of Career and Tech. Educators	Training	Carl Perkins *amount used in CTE	\$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:		LHS realizes the importance of preparing students to enter colleges ready and prepared but also strives to provide educational opportunities for students to be qualified for high-tech jobs post graduation. LHS expects to increase the enrollment of students into STEM and CTE education classes. During the 2011-12 school year, LHS offered three CTE programs (Ag, T.A., & Business). LHS has increased the offerings for the 2012-13 school year to four CTE programs (Agri-technology, Agri-biotechnology, and two in Digital Design). LHS expects to increase the number of students earning an industry certification.			
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 enrollment in CTE classes.	Inform students about opportunities for CTE classes through academic meetings with students as well as parental involvement meetings throughout the year.	Melissa Hewett (Guidance Counselor), Chad Lyons (Ag & T.A. Teacher), Tori Lyons (Ag/Science Teacher), and Lisa Hancock (Business Teacher)	Enrollment, pass/fail Nine Week Grades, pass/fail CTE Certification Test	Nine Week grades, CTE Certification Test

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
STEM/CTE training (Career and Tech. Educators)	High School Ag and Business	Off-Campus Training, Career and Tech. Educators	Ag and Business Teachers	Quarterly Meetings	Monitor/teach students enrolled in STEM and CTE classes.	Teachers, Principal, Guidance Counselor
CTE training (Fla. Ed. Tech. Conf)	High School	Off-Campus Training, Florida Ed. Tech	CTE teachers	Quarterly Meetings	Monitor/teach students enrolled in CTE courses.	CTE teachers, Principal, Guidance Counselor

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
Florida Association of Career and Tech. Educators	Training	Carl Perkins	\$3,200.00
Florida Educators Tech. Conference	Training	Carl Perkins	\$1,650.00
			Subtotal: \$4,850.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,850.00

End of CTE Goal(s)

Additional Goal(s)

College and Career Readiness Goal:

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. College and Career Readiness Goal College and Career Readiness Goal #1:			Lafayette High School strives to increase the number of students participating and being successful in college-level classes.		
2012 Current level:			2013 Expected level:		
In 2010-2011 64% of seniors were college ready in reading. 38% were college ready in math. 49 students participated in acceleration courses during the 2010-11 school year.			In 2011-2012 63 students participated in acceleration courses at LHS. This is an increase of 14 students from the prior year. Our goal is that 75 students will participate in acceleration courses in the 2012-2013 school year. Our goal is that the 2011-12 seniors college readiness reading and math will increase 5% each.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are reluctant to take advanced courses.	More students will take Honors or College Level courses while at LHS by participating in the AVID program.	Principal, teachers (school-wide)	Students who successfully participate in AVID. Success rate in advanced or college level courses.	percentage of AVID graduates that are college ready *AVID program started with 9th graders in 2011-2012.
2	Students not taking college readiness tests (PERT, CPT, ACT, & SAT).	All juniors will be administered PERT and strive to ensure all juniors/seniors take college readiness tests including: CPT, PERT, ACT, SAT.	Principal, Guidance Counselor	Number of students taking and being successful on college readiness tests.	Percentage of seniors who are college ready in reading and math.

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
AVID training	middle/high school	off-campus training, AVID	middle/high school AVID teachers	Quarterly meetings	Progress monitor students involved in AVID and/or College Readiness or Career Classes.	Principal, AVID teachers

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
AVID training for AVID teachers	Training expenses	Florida Partnership Grant, Safe Schools	\$7,000.00
			Subtotal: \$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,000.00

End of College and Career Readiness Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Read 180	Reading Program	Reading Allocation	\$2,100.00
Reading	Failure Free	Reading Program	General Fund	\$8,000.00
				Subtotal: \$10,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Curriculum Mapping/CCSS, Text Complexity	Trainer and stipend for teachers	Title IIA	\$5,603.00
Reading	Continue implementation of Marzano strategies	Trainer on early release workshops	Title IIA	\$345.00
Reading	Common Core State Standards (CCSS), Text Complexity	Trainer on early release workshops	Title IIA	\$307.00
Mathematics	Common Core State Standards/Marzano Teaching Strategies	Trainer for training	Title IIA *amount in Reading area of plan	\$0.00
Mathematics	AP Conference	Training for M. Koon	Title IIA	\$201.00
Science	AP Conference	Training for Mary Koon	Title IIA *amount used in Math Section	\$0.00
Science	Common Core State Standards (CCSS)	Training for Teachers	Title IIA *amount used in Reading Section	\$0.00
Science	Marzano Teaching Strategies	Training for Teachers	Title IIA *amount used in Reading section	\$0.00
Science	Kagan Summer Academy	Training for M. Law (science teacher)	Title IIA	\$2,008.00
Writing	Writing Workshop	Writing workshop to train Teachers	Title IIA	\$840.00
Civics	Civics Training	teacher training	Title IIA	\$126.00
STEM	Florida Association of Career and Tech. Educators	Training	Carl Perkins *amount used in CTE	\$0.00
CTE	Florida Association of Career and Tech. Educators	Training	Carl Perkins	\$3,200.00
CTE	Florida Educators Tech. Conference	Training	Carl Perkins	\$1,650.00
College and Career Readiness	AVID training for AVID teachers	Training expenses	Florida Partnership Grant, Safe Schools	\$7,000.00
				Subtotal: \$21,280.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$31,380.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Lafayette School District LAFAYETTE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	74%	82%	37%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	73%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	70% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Lafayette School District LAFAYETTE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	68%	84%	30%	238	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	75%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	59% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested