

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
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School Name: FOREST HIGH SCHOOL

District Name: Marion

Principal: Chester Gregory

SAC Chair: Sandra Dailey

Superintendent: James M. Yancey

Date of School Board Approval:

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Chester Gregory	MS Educational Leadership	6	23	2011-2012 Grade PENDING, Rdg. 56% met high standards. Algebra 60% met high standards. AYP NO  2010-2011 Grade A, Rdg. 52% met high standards. Math 87% met high standards. AYP NO (82% of Criteria met)  2009-2010 Grade B, Rdg. 54% MA. 84% AYP No,  2008-09 Grade C Rdg 52% MA 82% AYP NO  2007-08 Grade A Rdg. 54% MA 83% AYP NO Belleview High School  2006-2007 Grade B Rdg. 43% MA 75% Wr 86% AYP NO  2005-06 Grade B Rdg. 47% MA 80% Wr 50% AYP NO  2011-2012 Grade PENDING, Rdg. 56% met high standards. Algebra 60% met high

Assis Principal	Gary Merians	MS Educational Leadership	23	7	standards. AYP NO 2010-2011 Grade A, Rdg.52% met high standards.Math 87% met high standards. AYP NO (82% of Criteria met) 2009-2010 Grade B ,Rdg.54% MA 84% AYP NO 2008-09 Grade C Rdg. 52% MA 82& AYP NO 2007-08 Rdg. 54% MA 83% AYP NO 2006-07 Grade C Rdg. 48% MA 78% AYP NO 2005-2006 Grade B Rdg. 47% MA 78% AYP NO
Assis Principal	Jamie Pittman	MS Educational Leadership	3	9	2011-2012 Grade PENDING, Rdg. 56% met high standards. Algebra 60% met high standards. AYP NO 2010-2011 Grade A, Rdg.52% met high standards.Math 87% met high standards. AYP NO (82% of Criteria met) Previously at county office in curriculum and instruction. County math scores increased at all levels. Previous Assistant Principal at Horizen Academy at Marion Oaks. School acheieved a C grade.
Assis Principal	George Mike Collins	MS Educational Leadership	3	6	2011-2012 Grade PENDING, Rdg. 56% met high standards. Algebra 60% met high standards. AYP NO 2010-2011 Grade A, Rdg.52% met high standards.Math 87% met high standards. AYP NO (82% of Criteria met) School Grade of B at Lake Weir High School 2006-2007 school year. Math scores exceeded district scores for the 2008-2009 and 2009-2010 school years.

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Casey Callahan	B.A. in Political Science M.Ed. in Educational Leadership Certified in; Middle Grades Integrated Curriculum, Educational Leadership, Reading, ESOL	4	4	2011-2012 Grade PENDING, Rdg. 56% met high standards. 2010-2011 Grade B Rdg. 52% met high Standards in Reading. 2009-2010 Grade B,Rdg.54% AYP-No

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Teachers seeking employment apply on-line to the Marion County Public School Personnel Office. The Personnel Office posts available positions. The teachers apply for the positions in which they have an interest and qualifications. Then school level principals select a group of highly qualified persons to interview.	Personnel Office School level Principal	As positions become available	

2	2. The interview process includes the principal, an assistant principal, and a member of the department where the vacancy occurs.	Principal Assistant Principal Department personnel	As positions become available	
3	3. In an effort to retain highly qualified teachers, selected new and beginning teachers are paired with an experienced staff member.	Principal Staff member	Filled positions	
4	4. Implementation of the Danielson model for teacher evaluation.	Administrative team	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
Mardi Yancey and Ben White are teaching out of field at this time.  Both teachers are ESE Support Facilitators and are working toward certification.	All teachers will participate in the MCIES evaluation and improvement program.  New teachers also participate in the Professional Education Competency (P.E.C.) program.  Both teachers are working toward permanent certification.

### 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
117	0.9%(1)	29.1%(34)	33.3%(39)	37.6%(44)	43.6%(51)	71.8%(84)	10.3%(12)	6.0%(7)	22.2%(26)

### 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
Shannon Bowie	Lori Willis	Both teach Autistic students	Attend district and school trainings together Attend district and school meetings together Work together to plan for instructions Ms. Bowie will be a source of support and guidance for Mrs. Willis
Sally Alabaugh	Mardi Yancey	Both are Support Facilitators	Attend district and school trainings together Attend district and school meetings together Work together to plan for instruction Mrs. Alabaugh will be a source of support and guidance for Mrs. Yancey

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

School Administration provides a common vision for understanding data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance Counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

Deans of Discipline participate in collection, interpretation, and analysis of data, facilitate development of intervention plans, provide support for intervention fidelity and documentation, and provide professional development and technical assistance for problem-solving activities.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with SAT team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Reading Coaches provide guidance on K-12 reading plan; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning for reading teachers and CAR-PD trained teachers.

Social Workers/Social Worker Assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.

Principal – Ken McAteer

Assistant Principal – Stephen Ayres

Assistant Principal – Debbie Love

Dean of Students – Tim McCarthy

Dean of Students – Alisa Sandlin

Guidance Counselor – Mildred Bernard

Guidance counselor – Teresa Shepler

Guidance Counselor – Alicia Bryant

Behavior Specialist – Dan Craggs

School Psychologist – Krista Garner

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?

Data and information sharing meetings are held weekly. Discipline, attendance and academic data are compiled by the team and discussed at these weekly meetings. Trend data is compiled and students of concern are identified and monitored. Appropriate support is identified for students of concern and the support is coordinated by the team. The team shares the role of helping students become academically successful.

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?

Members of the RtI leadership team are directly involved in the development of develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The RtI Leadership Team provides support in the following ways: (1) provides strong administrative support to ensure commitment and resources (2) facilitates strong teacher support to share in the common goal of improving student performance and/or behavior and (3) leads in building staff support, internal capacity, and sustainability over time.

## MTSS Implementation

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

### Baseline data:

Reading - Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)

Math - District Benchmark, Florida Comprehensive Assessment Test (FCAT)

Writing - Demand Writing

Behavior - reports generated from the Student Management System (SMS)

### Progress Monitoring:

Reading - PMRN, Curriculum Based Measurement (CBM), Florida Assessments for Instruction in Reading (FAIR), SRI, FCAs

Math - Benchmark, FCA's

Writing - Demand Writing

Behavior - reports generated from the Student Management System (SMS)

### Midyear:

Reading - Florida Assessments for Instruction in Reading (FAIR)

Math - Benchmark

### End of year:

Reading - PMRN (FAIR), FCAT

Math - End of Course Exam

Writing - Florida Writes

Behavior - Reports from SMS

### Frequency of Data Days:

Weekly

Describe the plan to train staff on MTSS.

Professional Development was provided during the 10 - 11 school year and will remain ongoing throughout the current year. Online resources including training through the University of South Florida at [floridarti.usf.edu/](http://floridarti.usf.edu/) is provided to staff. Training is also incorporated into data team meetings as well as SAT meetings. District wide trainings are also expected and available to staff members. Marion County Psychological Services provides monthly newsletters highlighting RTI information and best practices. District Staff provides monthly on-going trainings to our Assistant Principals and Deans of Discipline.

Dunnellon High School is implementing Comprehension Instructional Sequence (CIS) in English, Science, and Social Studies classrooms. This is district supported and trained, instructional strategy that is a complex form of multiple-strategy instruction that promotes student development in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex texts.

Dunnellon High School has Intensive Math classes that are paired with Algebra classes to provide extra and continuing support for the math student.

Describe the plan to support MTSS.

Teaching units are dedicated to areas that are needed based on progress monitoring. Additional sections were added this year for the teaching of Math For College Readiness as well as College Prep English. Recourse classrooms were added.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Jamie Pittman - Assistant Principal of Curriculum

Gary Merians- Assistant Principal of Instruction

Casey Callahan- Reading Coach/Staff Development/Forest High School

Beth Collins- Reading Teacher

Lillian Collins - Reading Teacher

Jed Yancey- Reading Teacher

Elinore Bibbs- Reading Teacher

Rhonda Williams-Reading Teacher  
Jennifer Pohlers- Media Specialist/Librarian

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

The LLT meets monthly to discuss current data, reading issues, teacher training and meetings with our reading teams etc. These meetings help guide the Testing Coordinator and Dean of Students (Allan Hisey) in developing trainings and meetings for our Reading Teams. Content teachers are supported and encouraged to pursue CAR-PD certification so that appropriate strategies will benefit all students rather than just Intensive Reading students. The Testing Coordinator and Assistant Principals are present and train the rest of the administrative staff on current data and reading resources so they can meet with the respective departments and offer support to the teachers. The monthly LLT meetings also guide our Testing Coordinator in the developing trainings and resources for all instructional staff based on our data. The Reading Coach plans Reading Data Planning Days with the Reading teachers to go over individual student data and grouping so that the teachers can differentiate and individualize instruction in their class and support their team teachers in monitoring these reading students in the content classes.

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

We will continue to meet regularly to discuss current data and reading issues. Our "team" focus will continue and we intend to expand our reading teams to the upper grade levels and other content areas. Support for other instructional staff that are not part of a reading team or are not CAR-PD certified will be expanded based on need and requests from teachers.

Training and implementation of Common Core Standards will be addressed. This will be done in cooperation with the initiative begun by the District.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

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

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading will continue to be a high priority. Teachers at Forest High School are encouraged to have reading as a goal in their Individual Professional Development Plan. The goal must be measurable and may be included final evaluation. In addition, all content teachers will be encouraged to take CAR-PD (Content Area Reading-Professional Development). The reading specialist with Career & Technical Education (CTE), will be working with CTE teachers to help them improve their skills as a reading teacher. Teachers of the arts, PE, Drivers Education, and other classes that are not textbook driven will use "Read-Alouds" that will benefit their students. Content enhancements will be introduced in our Learning Communities meetings.

## \*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?

Forest High School has 12 applied programs ranging from Health Assisting and Drafting to Criminal Justice, Culinary Arts and Junior ROTC. In school year 2012-13 we started the Applied Cybersecurity program in response to worldwide demand for trained professionals in this field. Through such programs we are able to offer students of all ability levels the opportunity to explore various career paths, according to their interests. These programs enable teachers to show students how the topics they are covering in their core subjects apply to their future career choices. Each Career & Technical Education (i.e., applied) program consists of at least four courses, allowing students to follow a chosen career path for up to four years, to deepen

their understanding and skills in that area. Students who have participated in one program for at least three years will have the opportunity to sit for an industry certification exam in the area of their studies. (For example, Drafting students will take the AutoDesk Certified Associate (AutoCAD) exam.)

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?

To insure students' course of study is personally meaningful, Forest High School and the school counselors use a systematic consultive approach to provide career relevant information. Within this process, guidance counselors use individual and group meetings to evaluate and discuss students' course of study. The students individual interests, test scores, and overall academic profile and career information are addressed and taken into consideration. Every student is pervaded agaricus guide of course choices.

A parent night is provided to answer questions for incoming ninth grade students and their parents.

The Assistant Principal of Curriculum visits each middle school to discuss course selections with all eighth grade feeder schools. This exposes the students to the course directory and begins the class selection process.

## 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](#)

An analysis of the High School Feedback Report for 2010 graduates shows that FHS graduates perform very well at the post-secondary level as compared to the state percentages. This report is available for to stakeholders. We will continue to prepare our students for post-secondary opportunities by continuing to offer a variety of AP and dual enrollment course options, increasing those offerings when appropriate. According to the 2010 School accountability report trend data, A.P. enrollment has steadily increased in the last three years of the report. We know that this trend has continued based on the large increase in enrollment in A.P. courses last year as well as the 2012-2013 school year. In 2012-13, we will continue to focus on increasing our students' participation in these acceleration opportunities, especially in the area of dual enrollment in the Career & Technical area, for which qualifications are less stringent, allowing a greater number of students to participate. In an effort to increase CPT participation, all juniors are scheduled to take the CPT in our Career Center during the school day. In addition, seniors who were identified as needing math remediation (at the college level) were enrolled in the Math for College Readiness course. The Math for College Readiness class has been expanded adding several additional sections of the class.

Nine sections (classes) of English for College Preparation were added to the master schedule for the 2012-2013 school year.



## 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:	55% of students tested will achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
250 of 481 students tested scored level 3 or higher. This is 52% of students tested.	Our expected goal is to make AMO.

#### 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	Poor Attendance	Student assistance Team Meetings and Child Study Team meetings. Social Worker assistant working with students to overcome outside barriers.	Administrative team/ social worker	Monitor of student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FAIR, FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively remediate students	Support students services across the continuum ranging from consult, support facilitation co-teach, resource, self contained rooms, and after school tutoring	Administrative team as well as teachers involved in tutoring.	Student/staff feedback. attendance at tutoring.	assessments using FCA's, FAIR testing, EOC exams, teacher and student input.
3	Limited background knowledge	Through the students reading class Max Thompson techniques are used. Previewing and Acceleration are used to increase background knowledge for success in the content area classes.	Reading teacher/content teacher. Administration monitors data	Benchmark information will be evaluated by the teacher as well as testing coordinator/reading specialist	Classroom tests Common end of course exam/ FAIR Test/Benchmark/ FCAs
4	Limited Vocabulary	Through the students reading class Max Thompson techniques are used. Previewing and Acceleration are used to increase background knowledge for success in the content area classes.	Reading teacher/content teacher. Administration monitors data	Benchmark information will be evaluated by the teacher as well as testing coordinator/reading specialist	Classroom tests Common end of course exam/ FAIR Test/Benchmark/ FCAs
5	Quality reading Instruction across the curriculum.	CAR-PD - Content Area Reading Development  District Based Reading Program	Administrative Team	Administrative Classroom Observations	Assessment using FAIR Test; FCA's Reading Scores from Spring 2013 FCAT, teacher and student input

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:		Raise proficiency by 10%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6 out of 10 scored Levels 4, 5, or 6 on the Reading FAA		7 Out of 10			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Quality Research Based Instruction	Common core Instructional strategies	Teacher of Record	Administrative Classroom Observations/ Look fors	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:		Students achieving proficiency levels 4 and 5 will maintain their level or increase by 3%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (139 of 481) scored at or above level 4 in reading.		Our expected goal is to increase to 32% of students at level 4 or 5.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Up to this point teachers of higher level curriculum have not been equipped/trained in Reading Strategies.	1.A school-wide reading calendar will be followed and specific strategy support will be given to all teachers in the form of monthly reading/data meetings.  2.Teachers will participate in a school-wide initiative (Max Thompson/Learning Focused) to help focus attention on the set of skills being tested.	Administration	Benchmark and Focus Calendar Assessments given at specific times focusing on specific skills. Data and focus meetings will be used to analyze the outcomes of these assessments and create a plan of action for skills that need improvement.	Benchmark, FCA's, FCAT, teacher evaluations, AP exams
2	Possible lack of adequate teacher implementation of reading strategies after training.	Ongoing support in 1. Max Thompson strategies.  2. Fidelity checklist.  3. Additional Staff Development.	Administration	Data Analysis, Fidelity Checklist, Administrative walkthroughs, conferencing, peer teachers	Completed checklist, Benchmark test, FCA's, FCAT
3	Quality Research Based Instruction	Common Core Standards Instructional techniques	Teachers	Administrative classroom observations	Benchmark assessments, FAIR test results, EOC exams

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:	Increase the number of students scoring at Level 7 or above in Reading on the FAA by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3) students scored at or above Level 7 On Florida Alternative Assessment.	At least 40% of students Alternatively Assessed will score at Level 7 or higher.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	All students will make learning gains in reading. At least 65% of students will make a year's worth of growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (794 of the students tested)	65% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Student Assistance Team and Child Study Team meetings.  social worker assistant to bridge gap between school and home	Administrative Team/ Social worker	Monitoring of student attendance and achievement during Student Data team meetings, attendance records	assessment using FAIR. FCAs, Reading scores from 2012 FCAT, teacher input
2	Limited background of students (Background knowledge, vocabulary)	1. Reading teams 2. Acceleration 3. Learning Focused strategies in all classes	Administration, Team Teachers, Testing Coordinator	Data analysis of Benchmark, FCA's, student work/tests	Benchmark, FCA's, teacher/administrator evaluations and portfolios
3	Collaboration time between teachers in the same and different content areas.	1.Planned Professional development activities  2.Shared drive on computer to post effective strategies	Administration, Team Teachers, Testing Coordinator	Teacher feedback, Data analysis of Benchmark, FCA's, student work/tests edback,	Benchmark, FCA's, teacher/administrator evaluations and portfolios
4	Dissemination of data for use in planning and differentiating instruction	1.Planned Professional development activities  2.Shared drive on computer to post	Administration, Team Teachers, Testing Coordinator	Blackboard, Teacher feedback, Data and Focus meetings, Data analysis of Benchmark, FCA's, student	Benchmark, FCA's, teacher/administrator evaluations and portfolios

		effective strategies 3. Learning Focused strategies in all classes		work/tests, Teacher feedback	
5	Collaboration time for Reading Teams	1.Planned Professional development activities 2.Shared drive on computer to post effective strategies 3. Learning Focused strategies in all classes 4. Dedicated time and budget for these teachers to have uninterrupted time to work together	Administration, Team Teachers, Testing Coordinator	Data analysis of Benchmark, FCA's, student work/tests, feedback from Deans	Benchmark, FCA's, teacher/administrator evaluations and portfolios

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:	Raise the number of students making learning gains on the FAA to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (7 students)	80% (8 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low cognitive abilities of Alternately Tested Students	Use of research based Common Core aligned Programs. These include "News2You".	ESE classroom teachers.	Skills mastered and monitored through programs with progress reports throughout the year.	Placement testing for evaluating progress.

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 Lowest 25% of students will make learning gains in Reading of at least one years growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of students in the lowest 25% made learning gains according to School Grade Data report for school year 2011/2012.	65% of students in the lowest 25% will make learning gains in reading. AYP will be achieved by Safe Harbor or Growth Model

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
	Attendance	1. Assigned Social Worker	Social Worker Asst,	Attendance will be	SMS Attendance

1		Assistant 2.Part of Reading team with assigned Dean	Reading Team of Teachers, Testing Coordinator	monitored by social worker and Assistant Principal of Discipline.	report
2	Background Knowledge and Vocabulary	1. Intensive reading class 2.Part of a reading team of teachers 3. Acceleration program	Administration, classroom teacher	Anaylsis of data from Benchmark, FCA's, FAIR, student work, etc	Assessment using FAIR Test;FCA's Reading Scores from Spring 2012 FCAT, teqacher and student input
3	Lack of essential reading skills and strategies	1. Intensive reading class 2.Part of a reading team of teachers 3. Acceleration program 4. School-wide Learning Focused Strategies	Administration, classroom teacher	Anaylsis of data from Benchmark, FCA's, FAIR, student work, etc	Teacher evaluations,Various benchmark and reading tests Assessment using FAIR Test;FCA's Reading Scores from Spring 2012 FCAT, teacher and student input
4	Lack of student support system outside of school	1.Intensive reading class 2.Part of a reading team of teachers 3. Acceleration program 4. School-wide Learning Focused Strategies Social Worker assistant	classroom teacher	Teacher evaluation. Pre/Post survey of students involved	Assessment using FAIR Test;FCA's Reading Scores from Spring 2012 FCAT, teqacher and student input

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 # Will meet AMO goal. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81	66	69	73	76	

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:	Student subgroups not making Adequate Yearly Progress in Reading will make gains in 2012-2013. All sub groups will meet at least 50% on grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 61%(185), Black 20%(18), Hispanic 54%(29), scored a passing score level 3 or higher, according to FCAT 2.0 Student Performance Results.	Our expected level of performance is to make AMO goals.

**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	Attendance	Student Assistance Team meetings and Child /Study Team meetings. Social Worker Assistant to overcome outside barriers.	Various teams, Assistant Principal of discipline and Social Workers	Monitor student attendance and acheivment at RTI meetings. Attendance reports	Assessment using FAIR Test;FCA's Reading Scores from Spring 2011 FCAT, teacher and student input

2	Background knowledge and vocabulary	1. Intensive reading class 2. Part of a reading team of teachers 3. Acceleration program	Administration, classroom teacher	Analysis of data from Benchmark, FCA's, FAIR, student work, etc	Assessment using FAIR Test; FCA's Reading Scores from Spring 2011 FCAT, teacher and student input
3	Language Barriers	Students placed in ESOL classroom.	ESOL teacher, ESOL counselor, ESOL parapro, AP of Instruction	Analysis of data from Benchmark, FCA's, FAIR, CELLA, student work, etc	Assessment using CELLA, FAIR Test; FCA's Reading Scores from Spring 2011 FCAT, teacher and student input

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:	Two of seven students tested proficient. The average score on the CELLA was 745. Overall average will increase by 10% to a 819.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 out of 7 students in ELL tested Proficient in Reading. Two students tested at the beginning level of proficiency. One student scored at the Low Intermediate level. Two students tested at the High Intermediate level. @ Students tested at the Proficient Level This data is from the Spring 2012 CELLA school report.	50% of students in ELL will become proficient before leaving the program.

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 vocabulary- oral and written that can be used to improve reading and writing skills.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton- ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA
2	Limited grammar knowledge as well as formal knowledge of Language	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton- ESOL staffing	Priscilla Dishon will monitor.  In-class testing	CELLA
3	Requirement to follow target language curriculum without the opportunity to acquire necessary skills to advance.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton- ESOL staffing	Priscilla Dishon will monitor.  In-class testing	CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Students with disabilities not making Adequate Yearly Progress in Reading will make gains in 2012-2013. Sub group will score at least 40% on grade level.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of Students with Disabilities scored at a satisfactory level in 2012.  33% met AMO.	Expected level of Performance will see 40% meet AMO targets.

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	Attendance	1. Assigned Social Worker Assistant 2. Part of Reading team with assigned Dean	Social Worker Asst, Reading Team of Teachers, Testing Coordinator	Attendance will be monitored by social worker and Assistant Principal of Discipline.	SMS Attendance report
2	Background Knowledge and Vocabulary	1. Intensive reading class 2. Part of a reading team of teachers 3. Acceleration program 4. ParaPro with Reading background	Administration, classroom teacher	Analysis of data from Benchmark, FCA's, FAIR, student work, etc	Assessment using FAIR Test; FCA's Reading Scores from Spring 2013 FCAT, teacher and student input
3	Lack of essential reading skills and strategies	1. Intensive reading class 2. Part of a reading team of teachers 3. Acceleration program 4. School-wide Learning Focused Strategies 5. ParaPro with Reading background	Administration, classroom teacher	Analysis of data from Benchmark, FCA's, FAIR, student work, etc	Teacher evaluations, Various benchmark and reading tests Assessment using FAIR Test; FCA's Reading Scores from Spring 2013 FCAT, teacher and student input
4	Lack of student support system outside of school	1. Intensive reading class 2. Part of a reading team of teachers 3. Acceleration program 4. School-wide Learning Focused Strategies Social Worker assistant	classroom teacher	Teacher evaluation. Pre/Post survey of students involved	Assessment using FAIR Test; FCA's Reading Scores from Spring 2013 FCAT, teacher and student input

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:	50% of students in this subgroup will meet AMO Targets.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (289) performed at or above grade level according to the AMO DATA report 2012.	Students will meet AMO targets..

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Mobility	Assigned Social Worker Assistant	Social Worker Asst, Guidance	Attendance will be monitored by social worker and Assistant Principal of Discipline.	SMS Attendance report

3	Attendance	1. Assigned Social Worker Assistant 2. Part of Reading team.	Social Worker Asst, Reading Team of Teachers, Testing Coordinator	Attendance will be monitored by social worker and Assistant Principal of Discipline.	SMS Attendance report
4	Lack of essential reading skills and strategies	1. Intensive reading class 2. Part of a reading team of teachers 3. Acceleration program 4. School-wide Learning Focused Strategies	Administration, classroom teacher	Analysis of data from Benchmark, FCA's, FAIR, student work, etc	Teacher evaluations, Various benchmark and reading tests Assessment using FAIR Test; FCA's Reading Scores from Spring 2013 FCAT, teacher and student input
5	Lack of student support system outside of school	1. Intensive reading class 2. Part of a reading team of teachers 3. Acceleration program 4. School-wide Learning Focused Strategies Social Worker assistant	classroom teacher	Teacher evaluation. Pre/Post survey of students involved	Assessment using FAIR Test; FCA's Reading Scores from Spring 2013 FCAT, teacher and student input

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
Lesson Study for 9th & 10th Grade Reading Teachers	9th	Casey Callahan and Sally Weaver	Beth Collins and Jed Yancey	September 27, 2012	Meetings	Casey Callahan
Common Core Instructional Strategies	9-12	Common Core Lead Teachers	School Wide	Early Release In-Service Days	Classroom Observations	Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:		Students will continue to show gains in thier ability to speak and understand English based on CELLA testing and success in ESOL.			
2012 Current Percent of Students Proficient in listening/speaking:					
Students Proficient on CELLA 9th grade 4 of 7 = 57% 10th grade 6 of 7 = 86% 11th grade 3 of 7= 43% 12th grade 7 of 7= 100%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary-oral and written that can be used to improve reading and writing skills.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test
2	Limited Grammar knowledge as well as formal knowledge of Language.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test
3	Requirement to follow regular target language curriculum without the opportunity to aquire necessary skills to advance.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test

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:	Students will continue to show gains and become proficient in in thier ability to speak,read, and write and understand English based on CELLA testing and success in ESOL.
2012 Current Percent of Students Proficient in reading:	

9th - 2/7 = 29%  
 10th- 0/7 = 0%  
 11th- 0/7= 0%  
 12th- 2/7 = 29%

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 vocabulary-oral and written that can be used to improve reading and writing skills.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test
2	Limited Grammar knowledge as well as formal knowledge of Language.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test
3	Requirement to follow regular target language curriculum without the opportunity to aquire necessary skills to advance.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Students will continue to show gains in thier ability to speak and understand English based on CELLA testing and success in ESOL.

2012 Current Percent of Students Proficient in writing:

9th- 1/7 = 14%  
 10th- 2/7 = 29%  
 11th- 1/7 = 14%  
 12th- 3/7 = 43%

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 vocabulary-oral and written that can be used to improve reading and writing skills.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test
	Limited Grammar knowledge as well as formal knowledge of	New vocabulary use by means of reading and short story paragraphs.	Priscilla Dishon - ESOL instructor.	Priscilla Dishon will monitor.	CELLA test

2	Language	Use short stories and/or articles to expand the use of grammar rules in content.	Bonnie Payton-ESOL staffing	In-class testing.	
3	Requirement to follow regular target language curriculum without the opportunity to acquire necessary skills to advance.	New vocabulary use by means of reading and short story paragraphs.  Use short stories and/or articles to expand the use of grammar rules in content.	Priscilla Dishon - ESOL instructor.  Bonnie Payton-ESOL staffing	Priscilla Dishon will monitor.  In-class testing.	CELLA test

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use language appropriate dictionaries, translation tools, materials.	Purchase dictionaries as requested by ELL teacher and Para pro.	Instructional materials from Mr. Merians.	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide training and conference attendance for Ms. Dishon.	Attend language conference as requested by Peggy Finch and Ms. Dishon.	Substitute teacher. Master In-service resources	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$700.00

# 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:	increase the number of students scoring at Levels 4, 5, or 6 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4) scoring Levels 4, 5, or 6	50% scoring at Levels 4, 5, or 6

## 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	Low Cognitive Ability	Use of research based Common Core aligned programs.  Moby Math Unique Learning, and News2You.	ESE assigned teachers	Skills mastered are monitored through the progress reports available.	Placement tests given each semester for progress evaluation.

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	increase the number of students scoring at or above Level 7 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4) scoring at or above Level 7	50% scoring at or above Level 7

## 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 Cognitive Ability.	Use of research based Common Core aligned programs.  Moby Math Unique Learning, and News2You.	ESE assigned teachers	Skills mastered are monitored through the progress reports available.	Placement tests given each semester for progress evaluation.

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.	increase the number of students making learning gains to
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Mathematics Goal #3:		80%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
70% (7) making learning gains		80% making learning gains			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of cognitive abilities.	Use of research based Common Core aligned programs.  Moby Math Unique Learning, and News2You.	ESE assigned teachers	Skills mastered are monitored through the progress reports available.	Placement tests given each semester for progress evaluation.

## 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.		Increase the number scoring a level 3 or higher by at least 6%.			
Algebra Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (196) scored at Level 3 on the Algebra 1 EOC		65% of student will score a level 3 or higher.  We will reach AMO.			
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	Poor Attendance	Student assistance Team Meetings and Child Study Team meetings. Social Worker assistant working with students to overcome outside barriers.	Administrative team/ social worker	Monitor of student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FAIR, FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively remediate students	Support students services across the continuum ranging from consult, support facilitation co-teach, resource, self contained rooms, and after school tutoring	Administrative team as well as teachers involved in tutoring.	Student/staff feedback. attendance at tutoring.	assessments using FCA's, FAIR testing, EOC exams, teacher and student input.
3	Quality Research based instruction.	Common Core Standards will be implemented across all curriculum.	Teachers as well as administration and lead teachers	EOC test scores  Teacher feedback and discussions.	2012 and 2013 EOC test results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase by 6% the number scoring above Level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (93) students scored at Level 4 or above on Algebra EOC.	25% of students will score at Level 4 or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Attendance	Student Assistance Team meetings and Child Study Team meetings. Social Worker assistant working with student to overcome outside barriers.	Administrative team/social worker	Monitor student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively accelerate students.	Support student services across the continuum ranging from consults to after-school tutoring	Administrative team as well as teachers involved in tutoring	Student/staff feedback. attendance at tutoring	assessments using FCA's, EOC exams, teacher and student input.
3	Quality Research based Instruction.	Common Core Standards will be implemented across the curriculum.	Teachers as well as Administration Team and Lead Teachers.	EOC test Teacher feedback and discussion	2012 and 2013 EOC results.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	No Data Available					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	76	81	83	85	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	All sub groups will make progress in Algebra 1 as determined on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Caucasian 69% (206) scored a level 3 or higher. African American 30% (30) scored a level 3 or higher. Hispanic 48% (29) scored a level 3 or higher.	All subgroups will have at least 50% showing adequate progress in Algebra.

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	Poor Attendance	Student assistance Team Meetings and Child Study Team meetings. Social Worker assistant working with students to overcome outside barriers.	Assistant Principle of attendance.	monitor student attendance and achievement during student data and SAT meetings. attendance records	FCA's, EOC exams, teacher input
2	Availability and flexibility of time to effectively accelerate students.	Support students services across the continuum ranging from consult, support facilitation co-teach, resource, self contained rooms, and after school tutoring	Administrative team as well as teacher involved in tutoring.	Student/staff feedback at tutoring.	FCA's, EOC exams, teacher and student input
3	Quality Based Research Instruction.	Common Core Instructional strategies.	Administrative Team.	Administrative Classroom Observations Look Fors/Ask fors.	Assessments using FAIR, FCA's, EOC.

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	All sub groups will make progress in Algebra 1 as determined on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (13) of ELL students received a passing score on the Algebra EOC.  Statistically small numbers. Did not show up on EOC report.	At least 50% of ELL students will receive a passing score on the Algebra 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	Poor Attendance	Student Assistance Team meetings and Child Study Team meetings. Social Worker assistant working with student to overcome outside barriers.	Administrative Team/ AP of Attendance	Monitor student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively accelerate students.	Support student services across the continuum ranging from consults to after-school tutoring	Administrative team as well as teachers involved in tutoring	Student/staff feedback. attendance at tutoring	Assessments using FCA's, EOC exams, teacher and student input.
3	Quality Based Research Instruction.	Common Core Instructional Strategies	Administrative Team	Administrative Team Classroom Observations	EOC Exam

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	28% (19) Students with Disabilities received a passing score on the Algebra EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (48) of Students Students With Disabilities received passing scores on the EOC in Algebra.			Students will make AMO.		
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	Poor Attendance	Student Assistance Team meetings and Child Study Team meetings. Social Worker assistant working with student to overcome outside barriers.	Administrative Team/ social worker	Monitor student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively accelerate students.	Support student services across the continuum ranging from consults to after-school tutoring	Administrative team as well as teachers involved in tutoring	Student/staff feedback. attendance at tutoring	Assessments using FCA's, EOC exams, teacher and student input.
3	Quality Research based Instruction.	Common Core Standards will be implemented across the curriculum.	Teachers as well as Administration Team and Lead Teachers.	EOC test Teacher feedback and discussion	2012 and 2013 EOC results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	46% of Students with Disabilities received a passing score on the Algebra EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (137) of Students that are Economically Disadvantaged received a level 1 or 2 on the Algebra 1 EOC..	Students will make AMO.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	poor attendance	Student Assistance Team meetings and Child Study Team meetings. Social Worker assistant working with student to overcome outside barriers.	Administrative Team/ Social worker	Monitor student attendance during student data meetings and SAT meetings. attendance Records.	FCA's EOC's teacher input
3	availability of time to effectively accelerate students.	Support student services across the continuum ranging from consults to after school tutoring.	administrative team as well as teachers involved in tutoring	Student/ staff feedback. attendance at tutoring.	assessments using FCA's, EOC exams, teacher and student feedback.
4	Quality Research Based Instruction.	Common Core Standards will be implemented across the Curriculum.	Teachers as well as Administrative Team and lead teachers.	EOC Exam. Teacher feedback and discussion	2012 and 2013 EOC results.



\* 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:	No baseline data available at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:
FHS had a Mean Scale Score of 52 with 40 % (138) students scoring in the top third.	55% on AMO.

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	Poor Attendance	Student assistance Team Meetings and Child Study Team meetings. Social Worker assistant working with students to overcome outside barriers.	Administrative team/ social worker	Monitor of student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FAIR, FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively remediate students	Support students services across the continuum ranging from consult, support facilitation co-teach, resource, self contained rooms, and after school tutoring	Administrative team as well as teachers involved in tutoring.	Student/staff feedback. attendance at tutoring.	assessments using FCA's, FAIR testing, EOC exams, teacher and student input.
3	Quality Research Based Instruction	Common core Instructional Strategies	Administrative Team	Administrative Classroom Observations	Assessments using FAIR Test, FCA's.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Scale Scores only were reported. No usable Data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO DATA	NO DATA

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # No level information available at this time. Scale Scores only.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	81	83	85	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal # 3B:	No usable DATA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO usable Data	Meet AMO.

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	NO DATA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NO DATA	NO DATA

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:

3D. Students with Disabilities (SWD) not making	
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satisfactory progress in Geometry. Geometry Goal #3D:	No DATA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NO DATA	NO DATA			
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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	No usable Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No usable data	Meet AMO

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Quality Research Based Instruction	Common Core Instructional Strategies	Administrative Team	Administrative Classroom Observations	Assessments-FAIR, FCA, EOC

*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
Common Core Instructional Strategies	9-12	Common Core Lead Teachers	School Wide	Early Release and other training times.	Classroom Observations	Administrative Team

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
common core training	school wide in-service	no funding needed	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
common core training	school wide in-service	no funding needed	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		increase by 20%		
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
60% (3) scored at Levels 4, 5, or 6 in Science		80% to achieve Levels 4, 5, or 6.		
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.	Increase by 20%
Science Goal #2:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
0% (0) scored at or above Level 7 in science		At least 20% of students will attain Level 7 or above in Science		
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:		No baseline data available at this time			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
The Mean Scale Score was a 52 with 41% scoring in the top third.		No baseline data available at this time			
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	Poor Attendance	Student assistance Team Meetings and Child Study Team meetings. Social Worker assistant working with students to overcome outside barriers.	Administrative team/ social worker	Monitor of student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FAIR, FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively remediate students	Support students services across the continuum ranging from consult, support facilitation co-teach, resource, self contained rooms, and after school tutoring	Administrative team as well as teachers involved in tutoring.	Student/staff feedback. attendance at tutoring.	assessments using FCA's, FAIR testing, EOC exams, teacher and student input.
3	Quality Research Based Instruction	Common core Instructional Strategies	Administrative Team	Administrative Classroom Observations	Assessments using FAIR Test, FCA's.
4	Lack of communication and collaboration between upper level and 9th/10th grade science classes	Vertical Teaming	Administration and AP Coordinator	Collaboration of teams, administrative observation	Science CEOC, AP enrollment, FCA's, Benchmark, teacher tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			Not Available	
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Not Available			Not Available	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	We will maintain high levels of proficiency in writing with at least 85% level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (383) scored a level three or higher.	We will meet AMO 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	Lack of regular practice in content area classes.	Teachers will give regular writing prompts/practice in their respective content areas with a rubric for reference	Teacher, Administrative team	Teachers will provide evidence of writing requirements from their class.	District Writing Assessments, FCAT Writing, in class writing assessments
2	Research Based Instruction	DBQ assessments and experiences.	Administrative Team,	Administrative observation	District Writing Assessments, FCAT Writing, in class writing assignments

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:	increase those scoring at Level 4 or higher by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4) scored at Level 4 or higher in writing	62% will score at Level 4 or higher

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Quality research Based Instruction	Common Core Instructional Strategies	Teacher of Record	Administrative Classroom Observations	Florida Alternative Assessments
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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
Common Core Instructional Strategies	9-12	Common Core Lead Teachers	School Wide	Early Release, Faculty Focus or in-service trainings	Classroom Observation	Administrative team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Instructional strategies	In service training by lead teachers	District Based Resources	\$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 Writing 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:	No Baseline Data Available at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:



No Baseline Data Available at this time			No Baseline Data Available at this time		
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	Poor Attendance	Student assistance Team Meetings and Child Study Team meetings. Social Worker assistant working with students to overcome outside barriers.	Administrative team/ social worker	Monitor of student attendance and achievement during student data meetings and SAT meetings. Attendance Records	FAIR, FCA's, EOC exams, teacher input.
2	Availability and flexibility of time to effectively remediate students	Support students services accross the continuum ranging from consult, support facilitation co-teach, resource, self contained rooms, and after scholl tutoring	Administrative team as well as teachers involved in tutoring.	Student/staff feedback. attendance at tutoring.	assessments using FCA's, FAIR testing, EOC exams, teacher and student input.
3	Quailty Research Based Instruction	Common core Instructional Strategies	Administrative Team	Administrative Classroom Observations	Assessments using FAIR Test, FCA's.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	No Baseline Data Available at this time
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Baseline Data Available at this time	No Baseline Data Available at this time

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
			<b>Grand Total: \$0.00</b>

*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:	Forest High School will increase the average daily attendance by 1% over 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance was for 2011-2012 was 93.1%	An increase of 1% will raise the average daily attendance to 94.1%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
24% (489 of an average enrollment of 2029) students were absent 10 or more times during the 2011-2012 school year. This count was taken from SMS attendance report for 8/20/11 through 6/6/2012.	A reduction of 10% based on current enrollment (2081) will be 449 students with 10 or more unexcused absences from school.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

No DATA reported for 10+ days tardy (Middle and High Schools are reported by class not days.)		No DATA reported for 10+ days tardy (Middle and High Schools are reported by class not days.)			
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 Attendance due to outside factors.	Student Assistance Team Meetings, Social Workers Assistant working with students to overcome outside barriers.	Assistant Principal of Attendance and Discipline.	Monitoring of Student attendance and achievement. Student Assistance Team discussions.	Attendance Reports on SMS.
2	Student Behavior resulting in suspension from school.	Problem solving between Guidance and Discipline  Use alternatives to suspension from school.	RtI Team Discipline Office and Assistant Principal of Discipline.	Teacher student feedback.	Discipline/ Attendance Records from SMS.

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
Participation in RtI Process	9-12	RtI Teams	School Wide	Ongoing/ RtI meetings as needed	Data generated for RtI Process.	RtI teams.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

## 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:		We will reduce in-school and out of school suspension by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
A total of 141 In School Suspensions were assigned as a consequence of behavior during the 2011-2012 school year.		Based on a 10% reduction and a similar enrollment, an expected 127 students will receive in school suspension as a result of their behavior in during the 2012-2013 school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
Sixty-five(65) students received at least 1 day of In-School suspension as a result of thier behavior during the 2011-2012 school year.		Based on a 10% reduction and a similar enrollment, an expected 59 students will receive In-School suspension as a result of their behavior during the 2012-2013 school year.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
Out of school Suspension was used as a result of student behavior 421 times during the 2011-2012 school year.		Based on a 10% reudction and a similar enrollment, Out of School suspension will be used as a result of student behavior 379 times during the 2012-2013 school year.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
Sevent-five different students received at least 1 day of suspension out of school as a result of their behavior during the 2011-2012 school year.		Based on a 10% reduction in the number of students suspended an expected 68 students will be suspended for their behavior during the 2012-2013 school year.			
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Alternative discipline consequences	Establish Saturday School as an alternative to suspension.	Assistant principal of Discipline Mike Collins.	Monthly Data reports	SMS reports
2	Classroom Management by Teachers	Best practices shared by Discipline Staff Best practices are offered on the bulletin board as well as at faculty meetings regularly.	Assistant Principal of Discipline. Allen Hisey/Dean	Teacher Feedback/discipline referrals	Discipline Reports from SMS
3	Disruptive or inappropriate Behavior leading to disciplinary action.	Establish expectations through "The Way of the Wildcat." This is a Positive Behavior School activity.	Allen Hisey	Monthly discipline reports	SMS data report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
na	na	na	na	na	na	na

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	We will reduce drop out rate by .05%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2010-2011 drop out rate according to the NCLB Public Accountability Report is 0.1%.  Awaiting 2011/2012 drop-out DATA.	Expected dropout rate is less than .5% (2)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

2009-2010 Graduation rate as calculated using the Federal Uniform Graduation Rate formula was 69.3 %	Forest High School will increase graduation rate by 2%.
2010-2011- 81% using Federal Uniform Graduation Rate.	
431 students recieved a standard diploma -16 students graduated with a special diploma -7 students received a diploma through the GED exit option -1 student graduated with option 2 special diploma	
2011-2012 Data is not yet available.	

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of credit because of failing class	Credit recovery through PLATO lab	Principal/ lab coordinator	Data of students successfully completing courses through PLATO.	PLATO data
2	Attendance	Student Assistance Team and Child Study Team meetings. Social Worker assistant working with At Risk students	Assistant Principal of Discipline/ Attendance. Social Worker and Social Worker Assistant	Monitore student Attendance and Acheivment Data and attendance records.	Attendance Reports from SMS.

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
Rtl process	9-12	Rtl teams	School Wide	Rtl meetings as needed.	Data generated from Rtl meetings	Rtl teams

Dropout Prevention Budget:

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

na	na	na	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parent participation through volunteering as well as attendance at school functions will increase by 10 % (74).
2012 Current Level of Parent Involvement:  An estimated 60% of parents attend at least one activity at school. This includes Open House, Open campus, Parent meetings, Parent night, and Athletic events.  858 (41%) of our students parents have opened a Parent Portal Account.	2013 Expected Level of Parent Involvement:  70% (1501) of students will have at least one parent participate in school activities.

### 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	Communication with parents	Alert Now phone calls reminding parents of activities will be used.	Mike Collins	Compare previous years participationat events such as open house.	Sign in sheets from teachers at open house
2	Parental awareness of academic progress	Encourage Parent Portal use.	Chester Gregory Guidance Department	Baseline data. Goal of 75% sign up for Parent Portal	Reports from Parent Portal technology.

## 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
na	na	na	na	na	na	na

## Parent Involvement Budget:

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

na	na	na	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:		<p>Increase the number of students enrolled in upper level STEM courses by 10%</p> <p>FHS enrolls in high level math, science and technology courses. We have students attend the Summer Science Training Program at the University of Florida yearly. Field trips through our AP Biology class allow students to participate in a Biology Lab at the UF CAnCer Research Center. The Engineering and Manufacturing Institute of Technology provides extensive exposure to STEM type activities.</p>			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not choose to take courses of higher rigor.	Research feasibility of a STEM fair in which STEM careers are highlighted	Jamie Pittman	enrollment in upper level course work	enrollment data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Common Core Instructional strategies	9-12	Common Core Lead Teachers	School Wide	School Based In-Service	Classroom Observations	Administrative team
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:	<p>Currently there are 9 CAPE classes/Acadamies offered at Forest High School.</p> <p>2011-2012 175 students attempted the certification test of CAPE with 99 earning certification. This reopresents 56.7%</p> <p>We will increase the number of students who receive Industry Certification to 65% of those tested.</p>				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Quality Based Research Instruction	Common Core Insrtuctional Strategies	Administrative Team	School based in-service days	Industry Certification Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common core Instructional Strategies	9-12	Common Core Lead Teachers	School Wide	School Based Inservice	Classroom Observations	Administrative Team

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	na	na	na	\$0.00
CELLA	Use language appropriate dictionaries, translation tools, materials.	Purchase dictionaries as requested by ELL teacher and Para pro.	Instructional materials from Mr. Merians.	\$200.00
Mathematics	common core training	school wide in-service	no funding needed	\$0.00
Writing	Common Core Instructional strategies	In service training by lead teachers	District Based Resources	\$0.00
Attendance	na	na	na	\$0.00
Suspension	na	na	na	\$0.00
Dropout Prevention	na	na	na	\$0.00
Parent Involvement	na	na	na	\$0.00
STEM	na	na	na	\$0.00
CTE	na	na	na	\$0.00
				Subtotal: \$200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	na	na	na	\$0.00
Attendance	na	na	na	\$0.00
Suspension	na	na	na	\$0.00
Dropout Prevention	na	na	na	\$0.00
Parent Involvement	na	na	na	\$0.00
STEM	na	na	na	\$0.00
CTE	na	na	na	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Provide training and conference attendance for Ms. Dishon.	Attend language conference as requested by Peggy Finch and Ms. Dishon.	Substitute teacher. Master In-service resources	\$500.00
Mathematics	common core training	school wide in-service	no funding needed	\$0.00
Attendance	na	na	na	\$0.00
Suspension	na	na	na	\$0.00
Dropout Prevention	na	na	na	\$0.00
Parent Involvement	na	na	na	\$0.00
STEM	na	na	na	\$0.00
CTE	na	na	na	\$0.00
				Subtotal: \$500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	na	na	na	\$0.00
Attendance	na	na	na	\$0.00
Suspension	na	na	na	\$0.00
Dropout Prevention	na	na	na	\$0.00
Parent Involvement	na	na	na	\$0.00
STEM	na	na	na	\$0.00
CTE	na	na	na	\$0.00
				Subtotal: \$0.00
				Grand Total: \$700.00

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 (Uploaded on 9/14/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds may be used as the SAC committee decides through approved meetings and procedures. The funds, which are in the SAC account, will be used to fund grants for Forest High Teachers. They may also be used with approval of the SAC committee to fund activities, teachers projects, and trainings.	\$14,000.00

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

Ongoing activities will include regular meetings as scheduled. Generally the first Monday of each month. The SAC committee will provide SAC grants to the teachers with available SAC funds. The SAC committee will also be involved in the Southern Association of Schools and Colleges review in November. The SAC committee also provides input to the SIP through discussion and suggestions at SAC meetings.

# 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

Marion School District FOREST HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	87%	84%	50%	273	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	80%			134	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?	48% (NO)	67% (YES)			115	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					532	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District FOREST HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	84%	83%	43%	264	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	52%	77%			129	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?	41% (NO)	64% (YES)			105	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					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested