FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FRANK H. PETERSON ACADEMIES

District Name: Duval

Principal: Cathy Barnes

SAC Chair: Angela Meadows

Superintendent: Nikolia Vitti

Date of School Board Approval: November 5, 2012

Last Modified on: 12/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Brett Ray	BS from the University of North Florida's College of Allied Health and Human Services in Community Health. MA from the University of North Florida's College of Education in Guidance/School Counseling and Mental Health Counseling. Post Graduate studies at the University of North Florida's College of Education in Educational Leadership.	13	14	2011 451 points, grade pending, 5 point increase in lower quartile reading 2010 "D", 457 FCAT Points. 2009 "C", 453 FCAT points.
		BS degree from			

Principal	Cathy B. Barnes	Jacksonville University in 1981. M.Ed. from the University of North Florida in 1988.	2	18	2011 38 point increase, grade pending 2010 416 points "D" 2009 20 point increase "C"
Assis Principal	Louey Carter	B.S. Degree in History education from Florida A&M University. M.S. degree in deucational leadership from Nova Southeastern Univerityl	1.5	13	
Assis Principal	Jessica Parrish	B.S. degree in English, secondary Education as a minorCollege of Saint Benedict in St. Joseph, Minnesota M.S. degree in Educational Supervision for Grand Canyon University	1	1	

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)
Instructional	Natalie Banning	Bachelor of Education from University of North Florida and Masters of Business Administration from the University of Phoneix	10	1	First year in this position

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	Among strategies to recruit Highly Qualified teachers and retain them is a yearlong comprehensive Professional Development schedule: Please see attachment "A" for PD. Schedule. Last year's "turn-over" was 10.9%. 7 out of 64 either retired, were subject to Reduction In Force to meet budget constraints, died, or were less than satisfactory (LTS).	Principal Natalie Banning Lynne Turpin		
2	1. Regular meetings with new teachers and Principal or designee	Principal, Curriculum Manager, New Teacher Facilitator.	On-going	
3	2. Partnering new teachers with veteran teachers	Lynne Turpin	Year long process	
4	3. Soliciting referrals from current employees.	Principal	NA	Referrals can occur at any time.
5				

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
12/80	PDF-Lynne Turpin TIP Program

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
102	19.6%(20)	18.6%(19)	29.4%(30)	32.4%(33)	35.3%(36)	56.9%(58)	13.7%(14)	3.9%(4)	18.6%(19)

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
Pamela White	Gary Skarpness	Good academic planning	Weekly Meetings
Gladys Ellis	Cynthia Meadows	Experienced teacher with strong classroom management skills	Weekly Meetings
Nancy Yazdiya	Leisha Cowart	Same subject area, experienced teacher	As needed
Randy Sawyer	Michael Townsend	Same subject area, experienced teacher	As needed
Tiffany Abbott	Brooke Mackoul	Same subject area, experienced teacher	As needed
Deborah Lepper	Efrain Padilla	Same subject area, experienced teacher	As needed
Katie Santos	Luke Beattie	Same subject area, experienced teacher	As needed
Sekou Smith	Ashley Thomas	Same subject area, experienced teacher	As needed
Amy Ward	Emily Yaros	Same subject area, experienced teacher	As needed
Stephen Nye	Robert Thomas Earle	Same Subject area, experienced teacher	As needed
Heather Boos	Thomas Runger	Experienced teachers	As needed

Maribel Hettrick/Lynne Turpin	Amy Wilson	Same subject area, experienced teacher	As needed
Kerri Reinsch	Jarutha Scott	Same subject area, experienced teacher	As needed
Deborah Lepper	Andrew Kline	Experienced teacher, same subject area	As needed
Gladys Ellis	Marion Farquhar	Experienced Teachers	As needed

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

Services are provided to ensure students requiring additional remediation are assisted through after school programs or through district sponsored summer school. Services range from "Focus on Improvement" in each classroom to mandatory retest of any child failing a summative test. Compass Odyssey is also available in every classroom and in after school computer labs, tutoring after school, and grade recovery after school.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after school remediation for all students, particularly those identified level 1s and level 2s.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Carl Perkins grant money is used to upgrade programs throughout the school. We have 1100 students enrolled in vocational programs and they all benefit from those monies.

Job Training

A partnership with members of academy advisory counselsallows students the opportunity to shadow journeymen at local businesses that share a vocational interest.

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts quarterly review of assessments, ensures implementation of intervention support with documentation, ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities.

General education teachers: Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, and collaborates with staff to implement Tier 2 interventions.

ESE teachers: Participate in student data collection, integrates core instructional activities, into Tier 3 instruction. 80% of their days are in academic classes.

Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for students that may be "at-risk". Assists in the design and implementation for Progress Monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services personnel: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students. In additions to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional behavioral and social success.

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

The leadership Team will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students.

The team meets weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions.

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

The RTI leadership team met with the Principal to assist in the development of the SIP. The team provided data on Tier 1 and tier 2 and tier 3 targets; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systemic approach to teaching; and aligned processes and procedures

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

Baseline data: Progress monitoring and Reporting Network (PMRN); FAIR assessments, "Begin with the End in Mind" teacher gives final test multiple times throughout the year, Math and Science Benchmark test, embedded core area assessments, FCAT and EOC.

Mid-year: Progress Monitoring and Reporting Network, FAIR (Florida Assessments for Instruction in Reading), Math and Science Benchmarks, "Begin with the End in Mind".

End of year: "Begin with the End in Mind", FAIR assessments, Benchmark assessments, FCAT, EOC, SAT and ACT.

Describe the plan to train staff on MTSS.

RTI training will initially occur during pre-planning.

Professional Development training will be offered during teachers planning period (optional attendance), conducted by our RTI facilitator.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Department Heads; P. White, K. Santos, R. Henderlite, G. Techentien M. Hettrick, C. Tullington, D. Yarbrough, B. Parramore, G. Gregg III, Tom Perkins and Gwen White. Administrators; Ray and J. Parrish.

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

LLT meets monthly to discuss overarching school goals in reading, mathematics and how to employ the best teaching strategies in a cross curricular environment to reach our goals.

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

The major task of LLT is to show an increase in the FCAT scores of our lowest quartile in reading and mathematics. LLT meets to discuss student learning and effective common assessments.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Academic Leadership Team (ALT) and the Literacy Leadership Team (LLT) will identify at least two research based high yield reading strategies (e.g. Annotating a Text and QAR: Question Answer Relationships) to incorporate into all content areas. It is an expectation that the strategies are modeled for the students and used throughout the school year. There should be evidence in the teacher's lesson plans, instruction and in the students' work showing that the strategies are being used. Every teacher will receive professional development on the two identified reading strategies and receive additional assistance (modeling, co-teaching) from the academic coaches as needed.

*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?

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All academies are scheduled in Cohorts. Academic teachers and CTE teachers meet weekly to provide integrated lessons related to the Academies. Instructional Focus lessons for CTE teachers are developed to coordinate vocabulary through the CTE curriculum.

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?

Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students.
Guidance staff arranges college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes.

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

In an effort to increase the number of college ready graduates Frank H. Peterson has increased the number of students taking SLS. Working with FSCJ we have increased the number of students taking Dual Enrollment classes through CTE. During the summer SAT/ACT prep was offered with the opportunity for free waivers for one administration of the SAT and ACT. Senior English teachers are prepping students for the PERT. A counselor has been assigned to the senior class to monitor College Readiness and meet with seniors.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the students scoring 3 and above a minimum of 3% over last year, but shooting for 10% increase in the number of students reading at level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (221)	Acct-41% (239) Stretch-45%(261) AMO-48% (273)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Every teacher will be expected to incorporate reading strategies into their content area. Some teachers may not be familiar with any reading strategies and may struggle with the incorporation and instructional deliver 1A.2. Students who have achieved proficiency in Reading may not be engaged in enrichment activities that will maintain and strengthen their critical reading skills	1A.1. All CTE teachers will deliver a focus lesson on ACT/SAT vocabulary word of the day. Teachers will develop and deliver lessons that include the school's focus in reading according to the focus calendar. Social Studies and Science teachers are encouraged to become CAR-PD endorsed. Teachers must have meaningful Reading, Talking and Writing (RTW) in their lesson plans and be evident everyday in every class 1A.2. Schedule as many level threes as possible in AP courses. All CTE teachers will deliver a focus lesson on ACT/SAT vocabulary word of the day. Teachers will develop and deliver lessons that include the school's focus in reading according to the focus calendar. Social Studies and Science teachers are	1A.1. Administrators 1A.2. Curriculum Administrators Administrators Administrators Administrators	1A.1. In 9th and 10th grade, the number of students below standard in vocabulary will decrease. In 11th and 12th grade, students' test scores will increase. Classroom monitoring for lesson plans and implementation of lessons that include the school's reading focus. Social studies teachers' professional development point sheets to monitor that they are taking coursework toward becoming CAR-PD endorsed. Classroom monitoring. 1A.2. Student schedules Classroom monitoring Classroom monitoring for lesson plans and implementation of lessons	1A.1. Assessments of all types 1A.2. AP classes on schedules Monitoring results of all assessments, both formative throughout the year and summative at the end of the year

	encouraged to become CAR-PD endorsed. Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class		that include the school's reading focus. Social studies teachers' professional development point sheets to monitor that they are taking coursework toward becoming CAR-PD endorsed. Classroom monitoring	

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The number of students scoring a 4 or 5 on the FCAT reading in 9th and 10th grades will increase from 100 students to 127 students in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (100)	22% (127)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
	2A.1. Lack of teacher experience in implementing instructional approaches	2A.1. Allow for teachers to attend, provide and/or encourage PLC Professional	2A.1. Administrators 2A.2.	2A.1. Progress monitoring through benchmarks, LSAs, PLC created assessments, ACT/SAT	2A.1. AP Test Scores, FCAT Scores, All students PSR and graduating.

2	that promote high levels of thinking and processing information. 2A.2. Students will lose reading proficiency if they are not enrolled in classes that emphasize critical reading skills. 2A.3. Lack of Motivation to Improve	Development around the topics of rigor, increasing expectations, and the common core standards. 2A.2. Students will be placed in AP classes. AP teachers will attend AP training as needed and conduct study sessions for students. All CTE teachers will deliver a focus lesson on ACT/SAT vocabulary word of the day. Teachers will develop and deliver lessons that include the school's focus in reading according to the focus calendar. Social Studies and Science teachers are encouraged to become CAR-PD endorsed. Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class. 2A.3 Students who become post-secondary ready will receive t-shirts; students who pass AP tests, will receive t-shirts, academy teachers with the most students each quarter who have the highest percentage of students PSR will get taken out to lunch.	Curriculum Curriculum/Administrators Administrators 2A.3 Administrators/Guidance Counselors	tracking 2A.2. All 4s and 5s are enrolled in at least one AP course Follow-up on teachers attending AP trainings through observation of a strategy learned. Have AP teachers produce a calendar of when they will offer study sessions for their class. In 9th and 10th grade, the number of students below standard in vocab will decrease. In 11th and 12th grade, students test scores will increase. 2A.3 Track PSR data, classroom observations for rigor and engagement	2A.2. AP Scores AP pass rate increases, increases in other test results AP pass rate increases, increases in other test results FCAT, FAIR results AP pass rate increases, increases in other test results 2A.3 PSR data; AP exam scores, FCAT data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making Learning Gains in Reading will increase by 6% (38).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (258)	47% (267)

		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	According to the data, our 9th graders, last year, were weakest in the category of vocabulary and literary analysis. Our 10th graders, last year, were weakest in the category of vocabulary and reading application. Teachers are in need of additional support in unpacking the benchmarks related to the categories and how to effectively teach the skills with their content material.	. 3A.1. Teachers will provide intensive instructional focus lessons around the skills and provide remedial and enrichment activities as needed. Teachers will incorporate the school-wide reading/instructional strategies (e.g. Selective Underlining; Table of Contents; One Sentence Summary; 4 Column Method) into their content area to increase reading proficiency. Students who are on the bubble and ho are part of the lowest quartile will be provided push in and pull out small group and one on one instruction with the Reading Interventionist with a heavy emphasis on the two reporting clusters. Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class. 3A.2. Teachers will be provided professional	2A.1. Administrators 2A.2. Curriculum Curriculum/Administrators Administrators 2A.3 Administrators/Guidance Counselors	2A.1. Progress monitoring through benchmarks, LSAs, PLC created assessments, ACT/SAT tracking 2A.2. All 4s and 5s are enrolled in at least one AP course Follow-up on teachers attending AP trainings through observation of a strategy learned. Have AP teachers produce a calendar of when they will offer study sessions for their class. In 9th and 10th grade, the number of students below standard in vocab will decrease. In 11th and 12th grade, students test scores will increase. 2A.3 Track PSR data, classroom observations for rigor and engagement	2A.1. AP Test Scores, FCAT Scores, All students PSR and graduati 2A.2. AP Scores AP pass rate increases, increases in other test results AP pass rate increases, increases in other test results FCAT, FAIR results AP pass rate increases, increases in other test results 2A.3 PSR data; AP exam scores, FCAT data

development and participate in coaching sessions with district coaches to assist in deepening their understanding of the benchmarks so that they can reinforce the skills through their content.

Teachers will have the opportunity to observe other teachers who have demonstrated success with teaching the reading skills with their content.

Teachers will work within PLCs to determine best practices, examine student work and make adjustments to their instructional approach. | | | |

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

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

Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Reading Goal #4:	The number of students in the lowest 25% making learning gains in reading will increase from 194 students in 2012 to 207 out of 273students in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (194)	76% (207)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students in the lowest quartile are deficient in reading skills in critical areas. 4A.2. Teachers experience lethargy.	4A.1. Reading teachers will provide direct instruction in the areas of phonics, vocabulary, comprehension and fluency. Reading teachers will differentiate instruction according to individual student needs. Reading interventionist will pull-out and push-in to work with students both one-on-one and in small groups. All teachers will incorporate reading skills in their lesson plans every day according to the reading focus calendar . All CTE teachers will teach a SAT/ACT word-of-the-day. Students and parents will be encouraged to utilize FCAT Explorer at home. 4A.2. Provide reading teachers with excellent professional development opportunities, ie conferences, visiting classrooms of great reading teachers within the district and region. Provide reading teachers and students with incentives for increases in progress monitoring assessments, innovative ideas, hard work, goal-setting with students, data chats.	4A.1. Administrators 4A.2. Administrators	4A.1. Monitoring classrooms, lesson plans and lesson delivery. Monitor reading interventionist's work with students by looking at student work portfolios that demonstrate improvement. 4A.2. Strategies/techniques are shared with other reading teachers and implemented in their classrooms. Classroom monitoring for positive attitudes toward teacher, other students and the content; student engagement	4A.1. FCAT, FAIR, and all assessment data. 4A.2. Assessment results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years we will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

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:	We will decrease the percent of student subgroups by ethnicity not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian: no data from previous year Black: 27% White: 52%	Asian: 52% (10) Black: 38% (93) White: 59% (127)

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	5B.1. White: Lack of vocabulary, knowledge and skills Black: Lack of vocabulary, knowledge and skills Hispanic: Lack of vocabulary, knowledge and skills. Language barrier. Asian: Lack of knowledge, vocabulary and skills American Indian: Lack of vocabulary, knowledge and skills.	5B.1. All CTE teachers will incorporate ACT/SAT vocabulary instruction in their classes each day. All teachers will incorporate reading skills in their daily lesson plans according to the school's reading focus calendar. All teachers will utilize the school-wide reading strategies that help students access content more readily, ie Two-column notes, summarizing, and chunking the text. All teachers will incorporate reading, writing and talking in each of their lessons every day. Teachers will work within content area and cross-curricular PLCs to create rigorous and engaging lessons and assessments. All level 4, and 5 students will be placed in AP courses. More level 3 students than last year will be placed in AP courses	5B.1. Administrators Curriculum	5B.1. Classroom monitoring Checking scheduling	5B.1. Assessments Assessments, including AP 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 subgroup:

5C. English Language Learners (ELL) not making

	satisfactory progress in reading. Reading Goal #5C:	The ELL subgroup made satisfactory progress.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	24%	22% (12)

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	5C.1. Language	5C.1. Use paraprofessional to help students with translations. All CTE teachers will incorporate ACT/SAT vocabulary instruction in their classes each day. All teachers will incorporate reading skills in their daily lesson plans according to the school's reading focus calendar. All teachers will utilize the school-wide reading strategies that help students access content more readily, ie Two-column notes, summarizing, and chunking the text. All teachers will incorporate reading, writing and talking in each of their lessons every day. Teachers will work within content area and cross-curricular PLCs to create rigorous and engaging lessons and assessments.	5C.1. Administrators	5C.1. Classroom monitoring	5C.1. Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of Students with Disabilities not making satisfactory progress will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	33% (33)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Lack the vocabulary, knowledge, and skills to increase their scores.	5D.1. All CTE teachers will incorporate ACT/SAT vocabulary instruction in their classes each day. All teachers will incorporate reading skills in their daily lesson plans according to the school's reading focus calendar. All teachers will utilize the school-wide reading strategies that help students access content more readily, ie Two-column notes, summarizing, and chunking the text. All teachers will incorporate reading, writing and talking in each of their lessons every day. Teachers will work within content area and cross-curricular PLCs to create rigorous and engaging lessons and assessments. Reading Interventionist will conduct pull-outs and push-ins with students on targeted skills.	5D.1. Administrators	5D.1. Classroom monitoring	5D.1. Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of our Economically Disadvantaged students not making satisfactory progress will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	46% (127)

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
	5D.1. Students have limited access to instructional software which will offer additional support for reading.	5D.1. Students will be provided the opportunity to take part in "pull out" from their CTE classes to work on FCAT Explorer and Compass Odyssey.	5D.1. Teacher Reading Coach Instructional Coach	5D.1. Student Data Chats with Academic Coaches Progress Monitoring Teacher/ Parent Conferencing	5D.1. Data Chats Documentation Data Progress Monitoring Tools Student Portfolios

1		Students will also have the opportunity to work on the instructional software programs afterschool during FCAT Reading Afterschool Intervention. Teachers must have Reading, Talking and Writing (RTW) in their lesson plans and evident everyday in every class.	Principal/APs Literacy Leadership Team Academic Leadership Team Response to Intervention Team District Literacy Coaches Executive Directors Parents	5D.2. Teacher & Student Data Chats Progress Monitoring Classroom Observations Teacher/ Parent Conferencing	Student Assessments (Exit Slips; Mini Assts.; Benchmark; FAIR) Coaches Logs 5D.2. Data Chats Documentation Data Progress Monitoring Tools Student Portfolios Student Assessments (Exit Slips; Benchmark; FAIR) Coaches Logs
	5D.2. Students have limited access to reading material outside of school.	Students will become actively involved in the READ IT FORWARD JAX (RIFJ) campaign to improve their reading by becoming familiar with and utilizing some of the Super Six Strategies and reading 25 books by the end of the school year. Students will be invited to attend reading tutoring on Club Day which will be held every other Wednesday. 5D.2. Students will be provided the opportunity to check out books from the library and from their classroom libraries to read away from school. Students will become actively involved in the READ IT FORWARD JAX (RIFJ) campaign to improve their reading by becoming familiar with and utilizing some of the Super Six Strategies and reading 25 books by the end of the school year. Students will be invited to attend reading tutoring on Club Day which will be held every other Wednesday.	5D.2. Teacher Reading Coach Instructional Coach Principal/APs Literacy Leadership Team Academic Leadership Team Response to Intervention Team District Literacy Coaches Executive Directors Parents		

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
Cross-curricular PLC planning	9-12/Communications, ELA, Social Studies, Automotive, Science, Math, Aviation, Culinary, Early Childcare, AgriScience, Cosmetology	Turpin	Communications, ELA, Social Studies, Automotive, Math, Science, Aviation, Culinary, Early Childcare, Agriscience, Cosmetology	1week in July Once/month mandatory	Cross-curricular lesson plans being implemented at least once/quart	Administrators
Content Area PLCs	9-12 Ela, Math, Science, Social Studies, Reading,	Administrators	Content Areas	Once/month mandatory & quarterly PLC planning days	Evidence that flows from each meeting; Common lessons and assessments when doing classroom observations	Administrators
Administrators	School-wide	Data Person, MacKoul	School-wide	Offered once/week	Use of data in PLC work, lesson plans	Administrators
Writing Across Curriculum	9-12 Social Studies	District	Social studies department	Sept. 27-28, 2012	Social Studies PLC work, lesson plans, student work that indicate writing	Administrators
Classroom Observations	Reading	J. Parrish	9-12 Reading Teaches	Novmeber-April, once/mont	Reflections from observing another teacher's class/Implementing one strategy/technigque in class	Administrators

Reading 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 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:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # We will reduce the achievement gap by 50% for all students by 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	42%	48%	53%	59%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Frank H Peterson will increase the percentage of students making satisfactory progress on the 2013 Algebra I State EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60%, made satisfactory progress Black: 30%, made satisfactory progress Hispanic: 54% Asian: NA	White: 43% Black: 32% Hispanic 65% Asian: NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Lack of student motivation.	3B.1. Develop an incentives program to promote 3 and above student performance .	3B.1. Math, coach Principal, math interventionist	3B.1. Offer students who meet the standards an incentive (may be lunch in the Wright Place) in honor of their achievements.	3B.1. Benchmarks, mini assessments data, Algebra I data, LSA'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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	To increase the cross-cultural proficiency of ELL students to understand the words, used in math and in other courses,

Mathematics Goal #5C:	and apply those words accordingly to achieve the desired operations and results, particularly action verbs in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	29% (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	3C.1. Unfamiliarity with the verbs and the ability to identify the verbs – which leads to confusion in answering the word problem questions.	3C.1. Teaching the words needed for operations and explaining the part of speech – with repetition and practice.	3C.1. Math department teachers, math coach, principal.	3C.1. Evaluation of student understanding through a variety of tests and vocabulary probing as evidenced on the TDL.	3C.1. LSA's
2	3C.2. Lack of math skill in the basic skills.	3C.2. Reinforcement of basic skills through intensive math, hand's on practice and computer-aided practice.	3C.2. Math department teachers, math coach, math interventionist principal.	3C.2. Lab work, teacher summative and formative assessments, data chats	3C.2. mini-assessment, LSA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of Students with Disabilities not making progress will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	32%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Inclusion Math Anxiety Lack of Pre-Req	3D.1. Computerized and workbook practice	3D.1. Math Department Teachers, math interventionist Math Coach Principal, Inclusion teacher	3D.1 Mini Assessments Lab work	3D.1 Data Chats Progress Monitoring Tool Peer to Peer

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The Economically Disadvantage students made satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:

37%	37%	

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	Unfamiliarity with concepts and Pre-Re	3E.1.Computerized and workbook practice	3E.1. Math Department Teachers Math Coach Principal	3E.1.Mini Assessments Lab work	3E.1.Progress monitoring tool Progress reports, LSA's

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Algebra I State EOC to that of 47% as shown on the 2013 Algebra I State EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (51)	47% (76)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of prerequisite knowledge.	1.1. Focus Lessons to begin each day based on strands.	1.1. Math Coach, math interventionist, Principal.	1.1. Classroom Observations, focused walks.	1.1. Progress on Mini-Assessments, LSA's
2	1.2. Lack specialized instruction.	.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	1.2. Math Coach, math interventionist Principal.	1.2. Classroom Observations, focused walks.	1.2. Progress on Mini-Assessments
3	1.3. Lack of specialized instruction.	1.3. Mini-lessons to review specific areas of weakness.	1.3. Math Coach, math interventionist Principal.	1.3. Classroom Observations, focused walks.	1.3. Classroom Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Algebra I State EOC to that of 47% as shown on the 2013 Algebra I State EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	29%

	(30)		(47)		

	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.Lack of prerequisite knowledge.	2.1. Focus Lessons to begin each day based on strands.	2.1. Math Coach, math interventionist ,Principal.	2.1. Classroom Observations, focused walks.	2.1. Progress on Mini-Assessments, LSA's
2	2.2. Lack specialized instruction.	2.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	2.2. Math Coach, math interventionist Principal.	2.2 Classroom Observations, focused walks	2.2. . Progress on Mini-Assessments, LSA's
3	2.3. Lack of specialized instruction.	2.3. Mini-lessons to review specific areas of weakness.	2.3. Math Coach, math interventionist Principal.	2.3. Classroom Observations, focused walks.	2.3. Classroom Observations

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Geometry State EOC to that of 47% as shown on the 2013 Geometry State EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (90)	47% (101

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lack of prerequisite knowledge.	. Focus Lessons to begin each day based on strands.	1.1 Math Coach, math interventionist Principal.	1.1. Classroom Observations, focused walks.	1.1. Progress on Mini-Assessments, LSA's
2	1.2 Lack specialized instruction.	1.2. Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	1.2. Math Coach, math interventionist Principal.	1.2. Classroom Observations, focused walks.	1.2. Progress on Mini-Assessments, LSA's
3	1.3 Lack of specialized instruction.	1.3. Mini-lessons to review specific areas of weakness.	1.3. Math Coach, math interventionist Principal.	1.3. Classroom Observations, focused walks.	1.3. Classroom Observations
4	1.4 Lack of prerequisite knowledge.	1.4 Focus Lessons based on strands and areas of concern.	1.4 Math Coach, math interventionist Principal.	.4. Classroom Observations, focused walks.	1.4.. Progress on Mini-Assessments, LSA'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:	Frank H Peterson will increase the percentage of students showing proficiency in mathematics from that of 42% as shown on the 2012 Geometry State EOC to that of 47% as shown on the 2013 Geometry State EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (151)	40% (203)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Lack specialized instruction with rigor	2.1 Mini assessments administered after each focus lesson cycle to determine specific areas of concern.	2.1 . Math Coach, math interventionist Principal.	2.1 Classroom Observations, focused walks.	1.2. Progress on Mini-Assessments, LSA's
2	2.2 Lack of specialized instruction	2.2 Mini-lessons to review specific areas of weakness.	2.2 Math Coach, math interventionist Principal.	2.2 Classroom Observations, focused walks.	2.2 Classroom Observations

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
Algebra I/ Geometry Data Analysis, Development of Focus Calendar	Algebra I/Geometry	Math Coach, Principal	Algebra I PLC	PLC meetings weekly	Meeting minutes/ Model Lessons/Classroom Observations	Math Coach, Math Department Chair, Principal
Targeted Strand Instruction	Algebra I/Geometry	Math Coach, Prinicpal	Algebra PLC	PLC meetings weekly	Meeting minutes/ Model Lessons/Classroom Observations	Meeting minutes/ Model Lessons/Classroom Observations
Algebra I and Geometry I Instructional Planning Workshop	Algebra I/Geometry	Math Coach, Principal	Both PLCs (Algebra and Geometry	One day per quarter	Meeting minutes/Model Lessons/Classroom Observations	Math Coach, Math Department Chair, Principal

Mathematics Budget:

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

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

Florida Alternate Assessment High School Science Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Increase the percentage of students performing at the level of proficiency on the Biology I EOC exam by 5%. Decrease achievement gap between majority and subgroup population by 5% when compared to the district and state student achievement
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(80)	35%(89)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The district instructional pacing schedule does not align with the number of instructional days in the academic year to cover the required item specifications for the Biology I EOC exam. 1.2. Base line benchmark data not available to teachers from the pilot state assessment 1.3. Student opportunity to practice pacing for computer based science exams.	1.1. Provide an instructional focus calendar which covers all of the benchmarks in the Biology I course description. 1.2. Benchmark specific tests (5QAs) and unit Baseline/Post Learning Schedule Assessments (LSAs)available to teachers vias Insight are to be utilized. 1.3. Lesson Study-Peer modeling and observatioin of practices to determine effective instruction and learning.	1.1. Assistant Principal Department Chair and Biology teachers. 1.2. Assistant Principal Department Chair and Biology teachers. 1.3. District Science Coaches; Assistant Prinicpal; Department Chair; and Biology teachers.	1.1. Weekly observatioins by Biology teachers and PLC administrator with on-going revisions through participation in the development process of comoon and cohort lesson plans. 1.2. Data Chats during biweekley PLC meetings between Biology I teachers to compare student performance on these common assissments. 1.3. Debriefings, Lesson Plan Revisions, and Reteaching.	1.1.Lesson plans using instructional focus lessons specifically for Biology I. Biology I teachers will follow the FHP Biology PLC instructional focus calendar specifically targeting the benchmarks in the FDOE Biology I course description. 1.2. Biology I benchmark specific tests (5QAs) and Learning Schedule Assessments (LSAs) student performance

					results. 1.3. Classroom observations for student engagement and critical thinking with usage of hightly effective practices by teachers documented.

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:	Decrease the achievement gap between students scoring at Achievement Level 3 and students scoring at or above Achievement Levels 4 and 5 in Biology I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2.1. Remedial students reading, writing and vocabulary skills below proficiency.</td><td>2.1. Teachers will incorporate the FHP reading, writing and vocabulary strategies into the Biology I lesson plans to enhance student reading comprehension, writing ability, and to increase familiarity with science vocabulary.</td><td>2.1. District Science Coaches; Assistant Principal; Department Chair; and Biology teachers.</td><td>2.1. Classroom observations for explicit reading, writing and vocabulary instruction plus student engagement</td><td>2.1. Student work and Exit slips.</td></tr>
<tr><td>2</td><td>2.2 Remedial students math skills are below proficiency</td><td>2.2. Teachers will incorporate the math (analysis of charts and graphs, diagrams, etc. requiring critical thinking skills to be demonstrated by students) strategies into the Biology I lesson plans to enhance student reading comprehension, writing ability</td><td>2.2. Assistant Principal; Department Chair; and Biology teachers.</td><td>2.2. Classroom observations for explicit math instruction and student engagement</td><td>2.2. Classroom observations for explicit instruction and student engagement.</td></tr>
<tr><td>3</td><td>2.3. ESOL and/or EE/SS students with skills below proficiency in reading, writing and vocabulary skills.</td><td>2.3. ESOL and/or EE/SS resource teacher(s) and/or paraprofessionals will work with Biology I teachers to implement approved modifications for identified students.</td><td>2.3. Assistant Principal; Department Chair; ESOL and/or EE/SS resource teachers/paraprofessionals; Biology teachers.</td><td>2.3. Data chats during bi-weekly PLC meetings between Biology I teachers to compare student performance on these common assessments.</td><td>2.3. Biology I benchmark specific tests (5QAs) and Learning Schedule Assessments (LSAs) student performance results.</td></tr>
</table>

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
Interdisciplinary curriculum writing	9-12	District personnel	School wide	July 2012	Weekly observations by administrator to examine and observe cohort planned and delivered effective lessons.	Principal Assistant Principal
FCIM Instructional Focus Mini Lessons	9-12	District personnel	District Science Teachers	August 2012	Weekly observations by administrator for differentiated instruction	Principal Assistant Principal
Common Lesson Planning (Biology)	9-10	District Personnel; Assistant Principal	School wide	September 2011	Weekly observations by administrator for rigor, relevance and effective instructional delivery	Principal Assistant Principal

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:	93% of Students will score at achievement level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (238)	93% (252)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students do not elaborate on their ideas.	1A.1. Teach lessons using anchor papers that are exemplars for Level 4, 5, and 6 writing and have students revide their paragraphs until they are comparable to the quality of the exemplar papers.	1A.1. Administrators	1A.1. Timed writing revision papers	1A.1. Next timed writing scores FCAT Writes scores
2	1A.2. Students are in the habit of writing in certain ways	1A.2. Teachers will provide instruction in multiple genres and provide models of writing in multiple genres that serve as exemplars	1A.2. Administrators	1A.2. Students' writing evaluated in PLCs	1A.2. FCAT Writes
3	1A.3. Teachers in the content areas lack of professional development for writing	1A.3. Teachers created a monthly strategies and ideas calendar that they collaboratively create writing lessons around. Provide teachers with district training in writing	1A.3. Administrators Administrators	1A.3. Students writing improvement and lesson plans Student writing and lesson plans	1A.3. Students writing improvement and lesson plans Student writing and lesson plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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
PLC—District Timed Writes evaluations	9th-10th grade ELA	Techentien	ELA 9th and 10th grade PLCs	October 3rd, December 12th, January 9th, February 6th	Student strengths and weaknesses with strategies to boost these.	Administrators
District Writing Training	9-10th grades ELA and SS	District Literacy Coach	All 9th and 10th Grade ELA and Soc. St. teachers	September 24-25th	Evidence of strategies in lesson plans	Administrators

Writing Budget:

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	For students to make a passing score on the EOC exam
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The students and staff are experiencing a new test and format that they are not familiar with	1.1. PLC to discuss computer based testing. Teachers will meet to discuss EOC Field Test Fact Sheet.	1.1. Principal and Assistant Principal for the History Department	1.1. Assessment scores on the EOC	1.1. 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	For students to make a passing grade on the History EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The students and staff are experiencing a new test and format that they are not familiar with	2.1. PLC to discuss computer based testing. Teachers will meet to discuss EOC Field Test Fact Sheet	2.1. Principal and Assistant Principal for the History Department	2.1. Assessment scores on the EOC	2.1. EOC Exam

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	1.1 Increase the student attendance rate at Peterson by 2% 1.2 Decrease the number of students with excessive absences (10 or more) by 5% 1.3 Decrease the number of students with excessive tardies (10 or more) by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98%	99%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2	N/A
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

1	.1. Inclement weather, illness, transportation, etc	1.1. Daily contact of parents/guardians of students via calling system. Parent use of On Course to monitor attendance Foundation lessons on attendance	1.1 1.1. Attendance Clerk	.11. Daily Attendance Reports	1.1. Daily Attendance Report
2	1.2. Inclement weather, illness, transportation, etc.	1.2.Bi-weekly attendance intervention team meeting with parent. Conference will be scheduled Foundation lessons on attendance	1.2. Assistant Principal	1.2. Weekly review of attendance analysis	1.2. Attendance analysis report
3	1.3. Inclement weather, illness, transportation, etc.	1.3. Parent phone calls Foundation lessons on attendance	1.3. Assistant Principal	1.3. Weekly review of attendance analysis.	1.3. Tardy report

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	1.1 Reduce the number of In School Suspensions by 10% 1.2 Reduce the number of students suspended in-school by 10% 1.3 Reduce the number of Out-of-School suspensions by 10% 1.4 Reduce the number of student's suspended out-of school by 10%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
1332	1199
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
442	398
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
27	24
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
22	20

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.The majority of ISSP assignments are the result of tardies and dress code violations. 1.2.The majority of ISSP assignments are the result of tardies and dress code violations. 1.3 & 1.4 The majority of OSSP are the result	1.1.Provide students and parents with a Student/Parent Handbook stating the dress code policy and consequences for tardies. Start the year with "Start On Time" lesson plans to stress the importance of being in school and being on time. 1.2..Provide students	1.1.Foundations Team and Teachers 1.2. Foundations Team and Teachers 1.3. Foundations Team and Teachers	1.1.Review "Incidents by Action Code" report monthly. 1.2. Review "Incidents by Action Code" report monthly. 1.3.. Review "Incidents by Action Code" report monthly	1.1. Incidents by Action Code Report 1.2. Incidents by Action Code Report 1.3. Incidents by Action Code Report

1	of multiple class two offenses. 1.2..Provide students and parents with a Student/Parent Handbook stating the dress code policy and consequences for tardies. Start the year with "Start On Time" lesson plans to stress the importance of being in school and being on time. 1.2. Foundations Team and Teachers 1.2. Review "Incidents by Action Code" report monthly. 1.2. Incidents by Action Code Report	and parents with a Student/Parent Handbook stating the dress code policy and consequences for tardies. Start the year with "Start On Time" lesson plans to stress the importance of being in school and being on time. 1.3. Provide students and parents with a Student/Parent Handbook stating the policies and consequences for poor behavior. Start the year with "Foundations" lesson plans to stress appropriate behavior.				

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

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

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

Suspension Budget:

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1 Reduce the Dropout Rate by 2% 1.2 Increase the Graduation Rate by 2%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
5.7	3.7
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
88%	86%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.FCAT 1.2.GPA below 2.0 1.3.Short Credits	1.1.FCAT prep through intensive reading classes, pull outs, and Instructional Focus Calendar 1.2.Club Day activities including tutoring. PMP monitoring by counselor. 1.3.Provide access to virtual school. RTI plan for teachers.	1.1. Counselor 1.2.Principal/teachers 1.3.Counselor	1.1.FCAT results 1.2.Check GPA at the end of every quarter 1.3.Counselor check permanent record	1.1.FCAT results 1.2.Report cards 1.3. Permanent records

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1 Increase the percentage of parents who participate in school activities by 100%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50	100
Problem-Solving Process to Increase Student Achievement	

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

				Monitoring	Strategy	
1	1.1. Transportation 1.2. Time 1.3. Location	1.1. Parent Involvement Workshops/Activities 1.2. Parent Link communications 1.2. Activities available at various hours 1.3. Provide access to city buses	1.1.AP SAC Chair PTSA Chair Volunteer coordinator	.1.Check parent sign-in logs Check volunteer log.	Parent sign-in logs	

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	

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						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			75& of the Graduating Seniors will pass an industry Certification Exam		
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	Maser Schedule reflects stacked classes	Academies are expected to track students to prepare for industry certification Exams	CTE Lead Teachers, Administrators	Passing Scores of Industry Certificatioin Exams	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
Book Talks Cohort PLC	Agri-Scienece Academy Aviation Academy Automotive Academy Communications Academy Cosmetology Academy Culinary Academy Early Childhood Education Academy	Cydney Meadows Gilbert Gregg III Roy Parramore Charles Tullington Dorothy Yarbrough Thomas Perkins Gwendolyn White	Cydney Meadows Gilbert Gregg III Gary Skarpness David Venters Roy Parramore Dan Bennett Jim Hunnicutt Charles Tullington Norman Fuller Terrance Frascello Philip Hopper Robert Andersen Dorothy Yarbrough Eugene Eubanks Thomas Perkins Judith Schmidt Karen Englert Gwendolyn White Susan Beevers	Weekly Cohorts PLC Meetings	NCAC Notebook Collection	Administrators

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

- ◌ Priority
- ◌ Focus
- ◌ Prevent
- ◌ NA

Are you a reward school: ◌ Yes ◌ No

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

No Attachment (Uploaded on 10/19/2012)

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
Calculators for advanced math classes. Flags for Academies SkillisUSA, Prostart, FCCLA	$3,000.00

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

Monthly or Quarterly Meetings

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
FRANK H. PETERSON ACADEMIES
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	67%	86%	35%	220	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	41%	73%			114	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?	45% (NO)	62% (YES)			107	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					451	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District
FRANK H. PETERSON ACADEMIES
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	66%	92%	43%	234	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	43%	69%			112	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	61% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested