

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: JUPI TER HIGH SCHOOL

District Name: Palm Beach

Principal: Cheryl C. Alligood

SAC Chair: M. Crisi Ireland

Superintendent: E. Wayne Gent

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

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)
		BS- Elementary Education, University of Central Florida; MS- Exceptional Student Education K-12,			Principal of Jupiter Community High School (JCHS) in 2008-2012. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: 73%, Mathematics Mastery: 78%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B. Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: A, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria

Principal	Mrs. Cheryl C. Alligood	University of Central Florida Certification-Elementary Education, Emotionally Handicap, Educational Leadership, and School Principal	4	26	Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. SWD did not make AYP in mathematics. Principal of Wellington Community HS in 2004-2008. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 61%, Mathematics Mastery: 85%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 92%. Reading Mastery: 59%, Mathematics Mastery: 82%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 90%. Reading Mastery: 57%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2004-2005: School Grade: B, Met AYP: Provisional, Criteria Met: 87%. Reading Mastery: 49%, Mathematics Mastery: 82%. Black, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics.
Assis Principal	Mr. J. Mike Crum	BS- Education, Oral Roberts University; MA in Educational Leadership, Nova Southeastern University Certification-Health Education, Physical Education K-12, Social Science, Middle Grades Endorsement, and School Principal	7	10	Assistant Principal of JCHS in 2005-2012. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: 73%, Mathematics Mastery: 78%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B. Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: A, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. Assistant Principal of Independence Middle School in 2004-2005. 2004-2005: School Grade: A, Met AYP: Yes, Criteria Met: 100%. Reading Mastery: 69% Mathematics Mastery: 78%.
Assis Principal	Ms. Coral Daversa	BA- Comparative Literature, Florida Atlantic University; MS- Educational Leadership, Florida Atlantic University Certification-Secondary English 6-12; Multicultural Education/ESOL; Educational Leadership; College Board Certified in Advanced Placement	7	3	Assistant Principal of JCHS in 2009-2012. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: 73%, Mathematics Mastery: 78%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B. Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: A, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White,

		Language and Advanced Placement Literature			Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics.
Assis Principal	Ms. Kelly Foss	BS-Education, Kent State University; MA-Educational Leadership, Lynn University. Certification: Educational Leadership all grades, Elementary Education K-6 and Social Studies 6-12.		2	Assistant Principal at Boca Raton Community High School. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: Pending, Mathematics Mastery: Pending. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: A. Met AYP: No, Criteria Met: 90% Reading Mastery: 73%, Mathematics Mastery: 89%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic met AYP in mathematics. School Year 2009-2010: School Grade: A. Reading mastery 70%, Math Mastery: 88%, Science mastery: School Year 2008-2009: School Grade: A. Reading Mastery 69% mastery, Math Mastery 91%, Science Mastery 56%, AYP: 90%, Black, Economically Disadvantaged and Students with Disabilities did not make AYP in reading, Students with Disabilities did not make AYP in math. School Year 2007-2008: School Grade: A. All subgroups met all criteria for AYP. School Year 2006-2007: School Grade A, AYP: 77%, Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not meet the criteria in reading. Black and Students with Disabilities did not meet the criteria in math. 2005-2006 School Year: School Grade: A, AYP: 90%, Black and Economically Disadvantaged students did not meet the criteria in reading. Black students did not meet the criteria in math.
Assis Principal	Mr. Kent Heitman	BA- English, State University of New York; MA- Administration and Supervision, Nova Southeastern University Certification- Administration & Supervision, English 6-12, and Reading K-12	9	23	Assistant Principal of JCHS in 2003-2012. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: 73%, Mathematics Mastery: 78%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B. Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: A, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2004-2005: School Grade: A, Met AYP: Provisional, Criteria Met: 93%. Reading Mastery: 51%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. All subgroups made AYP in mathematics.
					Assistant Principal of (Adult Education at) JCHS in 1996-2012. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria

Assis Principal	Mr. Mark Mellone	BS- Education, Edinboro State College; MA in Educational Leadership, Nova Southeastern University Certification- Administration & Supervision	16	26	Met: Pending. Reading Mastery: 73%, Mathematics Mastery: 78%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B. Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: A, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics.
Assis Principal	Mr. Daniel Stafford	BS- Industrial Arts with a minor in Math, Eastern Kentucky University; MA- Educational Leadership, Nova Southeastern University Certification - Educational Leadership, Mathematics 6-12, and Industrial Arts Technology 6-12	12	13	Assistant Principal of JCHS in 2000-2012. 2011-2012: School Grade: Pending. Met AYP: Pending, Criteria Met: Pending. Reading Mastery: 73%, Mathematics Mastery: 78%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) met AYP in reading: Pending. ED and Hispanic met AYP in mathematics: Pending. 2010-2011: School Grade: B. Met AYP: No, Criteria Met: 82%. Reading Mastery: 68%, Mathematics Mastery: 92%. White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and Hispanic did not make AYP in mathematics. 2009-2010: School Grade: A, Met AYP: No, Criteria Met: 85%. Reading Mastery: 68%, Mathematics Mastery: 89%. White, Economically Disadvantaged (ED), and Students with Disabilities (SWD) did not make AYP in reading. ED and SWD did not make AYP in mathematics. 2008-2009: School Grade: A, Met AYP: No, Criteria Met: 87%. Reading Mastery: 64%, Mathematics Mastery: 87%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2007-2008: School Grade: A, Met AYP: No, Criteria Met: 90%. Reading Mastery: 62%, Mathematics Mastery: 86%. Hispanic, ED, and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2006-2007: School Grade: B, Met AYP: No, Criteria Met: 97%. Reading Mastery: 56%, Mathematics Mastery: 84%. SWD did not make AYP in reading. All subgroups made AYP in mathematics. 2005-2006: School Grade: A, Met AYP: Provisional, Criteria Met: 92%. Reading Mastery: 54%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. SWD did not make AYP in mathematics. 2004-2005: School Grade: A, Met AYP: Provisional, Criteria Met: 93%. Reading Mastery: 51%, Mathematics Mastery: 83%. ED and SWD did not make AYP in reading. All subgroups made AYP in mathematics.

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.

	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)
No data submitted					

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	Participate in recruitment fairs.	District Personnel Department and Principal	Ongoing	
2	Soliciting referrals from current employees.	Principal	Ongoing	
3	Work with area colleges to provide placements for students teachers.	Principal and Administrators	Ongoing	
4	Monthly Teacher Assistance Program (TAP) meetings/training for new teachers.	Principal, Administrators, and National Board Certified Teacher(s) (NBCT)	Ongoing	
5	Monthly TAP meetings/training for veteran teachers needing assistance.	Principal, Administrators, and NBCTs	Ongoing	
6	Pairing each new teacher with a veteran teacher.	Principal, Administrators, and Mentor(s)	Ongoing	
7	Enrolling new teachers in the Educator Support Program (ESP).	Principal, Administrators, and Mentor(s)	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1.3% (2); Maria D'Angona and Jennifer Hayes	Each teacher will be paired with a mentor who is certified in the subject area.

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
160	0.6%(1)	5.6%(9)	26.3%(42)	67.5%(108)	40.0%(64)	99.4%(159)	10.6%(17)	8.8%(14)	23.8%(38)

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
Ericka Muncy	Maria D'Angona	Reading Teacher	Reading Strategies
A. Castillo	Jennifer Hayes	ESOL Resource Teacher	ESOL Strategies

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Single school culture and appreciation for Multicultural diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in FL statute 1003.42(2), as applicable to appropriate grade levels

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 assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Monitor and mentor students assigned to them to identify needs, communicate with parents, students and teachers to ensure follow through with support strategies.

Exceptional Student Education (ESE) Teachers: Participate in student data collection; integrate core instructional activities/materials into Tier 3 instruction; collaborate with general education teachers through such activities as co-teaching.

English Language Learner (ELL) Facilitator: Ensures proper identification, program placement, academic assessment, and programmatic assessment of ELL students; recommends accommodations for high stakes assessments and meets to discuss the retention of ELL students; makes appropriate educational decisions/modifications to the ELL student's instructional program when the need arises; determines grade level placement of a new student when documentation of prior schooling is not available or when a student is placed according to age even though their academic history does not show sufficient academic background to be placed at that grade level; evaluates ELL students who are not making adequate progress based on the ELDC (English Language Development Continuum).

Reading Instructional Leader: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; helps identify systemic patterns of student need with respect to language skills.

Student Services and Guidance Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provide interventions; school social workers 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 team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress-monitoring data at the classroom level to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team provided the instructional leadership team (administrators and department chairs) with input on the development of the SIP. The team provided data on: Tier 1, 2, and 3 targets and on academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); aligned processes and procedures.

MTSS Implementation

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

Baseline data: Educational Data Warehouse (EDW) and Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: Common Assessments and Fall/Winter Diagnostic Testing results on EDW
End of year: FCAT scores
Frequency of Data Days: Once a month for data analysis

Describe the plan to train staff on MTSS.

Professional development (PD) will be provided during teachers' preschool planning time, and small sessions will occur throughout the year. Two PD sessions entitled "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation of data based decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Providing the allowance for adequate meeting time. Providing access to evidence based interventions, community resources, and professional development opportunities to team members. Ensure participation from administration.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) is comprised of representatives from departments and administration. The 2012-2013 LLT includes Cheryl C. Alligood, Coral Daversa, Kelly Foss, Madeline Miller, Roseann Accardi-Nichols, Amber Saunders, Robin Savel-Gish, Ericka Muncy, Glenda Sidman, Les Kozlow, Sue Diaz, Bruce Wasserman, Matt Perry, Neal White, Carol Stewart, and Sharleen Scarafia.

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

The team meets on a monthly basis, or more often if needed, to set school literacy goals, identify department and school-wide strategies and activities, and monitor progress of student groups in meeting the goals. In addition, members of the LLT serve as key communicators to the faculty and school community regarding reading needs and successes.

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

The LLT will provide support and monitor progress toward the reading goals set for all groups of students: total school, lowest 25%, and percent at Levels 3, 4, and 5.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Intensive Reading courses will provide focused instruction for Level 1 and lower Level 2 students, Social Studies courses will provide reading instruction for upper Level 2 students, and Language Arts courses will provide focused reading strategies for all level students. All content teachers will incorporate the use of content strategies through daily instruction in their respective content areas.

*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?

The school offers students elective courses in art, business, technology, and music. Many of these courses focus on job skills. In addition, the school offers students internships as part of the academy programs. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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 elective courses the school offers, such as art, business, technology, and music, focus on job skills and offer students internships. In addition, the Academies offer multiple avenues for students. Every year, after FCAT testing, students, parents, and teachers participate in a course selection process that exposes them to next year's curriculum, informing them of course offerings. After the course selection process, students will meet one-on-one with a counselor to decide what classes will be taken. Parents will be invited to these meetings, and final course selection will be sent home for parent's signature.

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](#)

Jupiter Community High School's percentages of graduates who completed a college prep curriculum, enrolled in an Algebra I course before ninth grade, completed at least one Level 3 high school math course(s), completed at least one Dual Enrollment (DE) math course, completed at least one Level 3 high school science course(s), and completed at least one DE science course were all above the district averages, and most are also above state averages. In addition, Jupiter Community High School's percentage of graduates who took the SAT/ACT/CPT and scored at or above college-level cut scores was higher than both district and state averages.

To expand the number of students completing upper level courses before graduation, Administration, Guidance Counselors, and/or Faculty members will also encourage students to take Advanced Placement (AP) or Dual Enrollment classes by having more teachers discuss information on these courses, by using AP Potential Report results to recruit students and by having students meet with their guidance counselor regarding their postsecondary plans. Parents of students identified using the AP Potential report will be contacted by an administrator or counselor to involve them in recruiting students for AP classes. Discussions will include sharing information and requirements to become eligible for Florida's Bright Futures Scholarship. In addition, AP teachers will offer an AP Night in the Spring for AP Potential students registered for AP classes for 2012-2013.

To expand the options for students to take rigorous, college level coursework, JHS has implemented the Cambridge International Diploma Program this year. Students will be able to complete the program, graduating with the Cambridge International Diploma, or take individual AICE courses. Students who graduate with a Cambridge Diploma will be eligible to be awarded 100% Bright Futures scholarship by the State of Florida.

During department meetings, teachers will review charts tracking graduation requirements and Bright Futures requirements

and intervene as necessary.

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:	The percent/number of Level 3 grade 9 students will increase 3% (16). The percent/number of Level 3 grade 10 students will increase 3% (17).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Grade 9: 73% of students achieved proficiency (530) Grade 10: 72% of students achieved proficiency (534)	Grade 9: 76% of 9th grade students will achieve proficiency (397) Grade 10: 75% of 10th grade students will achieve proficiency (411)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District pacing charts may need to be adjusted to re-teach high need benchmarks	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	Reading, Language Arts, & Social Studies Teachers, Department Instructional Leaders, and Administrators	Conduct data chats, classroom walkthroughs, and review lesson plans.	Fall/Winter Diagnostic Tests
2	Lack of common planning	School will utilize LTM days to plan across the disciplines and create a reading FOCUS calendar, including Social Studies, Reading, and English.	Level & Department Instructional Leaders, Teachers, and Administrators	Record Benchmarks in lesson plans and conduct classroom walkthroughs.	Fall/Winter Diagnostic Tests
3	Funding	Reading students will be given attendance contracts and incentives	Administrators and Guidance Counselors	Use reports to monitor attendance.	Increase in attendance rate
4	Funding	School will provide pull-out tutorials	Administrators and Department Instructional Leaders in Reading, Language Arts, and Social Studies	Monitor number of student participants.	Post-tutorial Student Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	The percent/ number of students will increase by 13% (1)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent/number of Level 4 and 5 Grade 9 students will increase by 3% (16). The percent/number of Level 4 and 5 Grade 10 students will increase by 3% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 9 42% (305) of students are above proficiency Level 4 and 5 Grade 10 44% (326) of students are above proficiency Level 4 and 5	45% (235) of grade 9 students will achieve above proficiency at Levels 4 and 5 47% (257) of grade 10 students will achieve above proficiency at Levels 4 and 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District Pacing Charts may need to be adjusted to reteach high needs benchmarks	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	Reading, Language Arts, & Social Studies Teachers, Department Instructional Leaders, and Administrators	Conduct classroom walkthroughs and review lesson plans.	Fall/Winter Diagnostic Tests
2	Limited time available for vertical teaming	LTM, PDD, and department meeting times will be use to implement District Scope & Sequence charts. School will vertically align Language Arts curriculum with AP courses infusing honors classes with AP cloze reading and literary analysis and study skills.	Reading, Language Arts, & Social Studies Teachers, Department Instructional Leaders, and Administrators	Agendas and meeting minutes, evaluate cyclical assessment results in Language Arts and EDGE Assessments in Reading, review lesson plans, conduct classroom walkthroughs, and monitor use of Scope & Sequence and Instructional Focus Calendar.	Fall/Winter Diagnostic Tests
3	Need for cross curricular reading strategies	Social Studies and Language Arts classes will support reading instruction through delivery of content specific strategies to all students. Use LTM time for common plannings and cross-curricular planning.	Teachers, Department Instructional Leaders, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percent/ number of students will increase by 25% (1)
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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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans	Brigance Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase by 5% (74)the number of students making learning gains in reading in both 9th and 10th grade
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2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (1086) of 9th and 10th grade students made learning gains in reading.	79% (1160) of 9th and 10th grade students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District Pacing Charts may need to be adjusted to reteach high needs benchmarks	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications. Use LTM time for data analysis and instructional planning.	Reading, Language Arts, & Social Studies Teachers, Department Instructional Leaders, and Administrators	Conduct classroom walkthroughs and review lesson plans.	Fall/Winter Diagnostic Tests
2	Student engagment and understanding of reading strategies	Reading Department will meet with Social Studies and Language Arts Department Chairs and coordinate instructional strategies and align reading content.	Reading, Language Arts, & Social Studies Teachers, Department Instructional Leaders, and Administrators	Evaluate cyclical assessment results in Language Arts and EDGE Assessments in Reading, review lesson plans, conduct classroom walkthroughs, and monitor use of scope & sequence and Instructional Focus Calendar.	Fall/Winter Diagnostic Tests
3	Need for cross curricular reading strategies	School will utilize LTM meetings to discuss and improve upon our stretegies	Level & Department Instructional Leaders, Teachers, and Administrators	Record Benchmarks in lesson plans and on LTM agendas.	Fall/Winter Diagnostic Tests
4	Attendance at tutorials	Language Arts students will be given attendance contracts and incentives.	Administrators and Guidance Counselors	Use reports to monitor attendance.	Increase in attendance rate
	Need to differentiate instruction	School will provide daily whole class and small group instruction, utilizing	Administrators and teachers	Discuss successful strategies, determining effective results and	Student Assessment (oral, visual, written)

5		explicit and scaffold modeling of strategies in instructional level in Language Arts classes.		eliminating those less effective during common planning, review lesson plans, and conduct classroom walkthroughs.	
6	Funding	School will provide after school Reading tutorial for Level 1 and 2 students using SAC funds.	Administrators and Department Instructional Leaders in Reading, Language Arts, and Social Studies	Monitor number of student participants.	Post-tutorial Student Assessment
7	Need for ongoing adjustments across content area curriculum as weaknesses are diagnosed	Social Studies will use Reading Toolkits & FCAT Preparation Materials for appropriate courses with best practices' strategies provided by Languages Arts and Reading Departments.	Teachers, Department Instructional Leaders, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessments
8	Lack of common planning to review and implement changes	School will monitor student performance on a regular basis and revise instruction as indicated by student progress. Use LTM time for instructional planning.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percent/ number of students will increase by 69% (2)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase 29% (106) to meet AYP requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (184) in Lowest 25% made learning gains.	79% (290) in Lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lowest 25% needs structured intervention plan	<p>Tier 1: (All students) School will:</p> <p>a) Determine core instructional needs of students.</p> <p>b) Provide differentiated instruction using Rotational Model, Edge and Read On in Intensive Reading classes.</p> <p>Tier 2: (Students requiring additional remediation) School will:</p> <p>a) Provide supplemental instruction and intervention for students not responding to core instruction.</p> <p>b) Determine focus of instruction by reviewing Common Assessments.</p> <p>c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring).</p> <p>Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.</p>	Principal, Administrators, Department Instructional Leaders and Teachers in Language Arts, Reading & Social Studies	Analyze the results of Common Assessments at LTM and adjust curriculum accordingly. Conduct classroom walkthroughs and review lesson plans.	Progress Monitoring and Reporting Network (PMRN), classroom walkthrough, Common Assessments, and/or Fall/Winter Diagnostic Tests
2	Limited budget available to provide supplemental materials	SAC will allocate money for FCAT materials and reading materials that build fluency.	Principal, Administrators, Department Instructional Leaders and Teachers in Language Arts, Reading & Social Studies	Analyze results of Common Assessments during common planning and at LTM and adjust curriculum accordingly.	Edge and Read On Reports, Common Assessments, and/or Fall/Winter Diagnostic Tests
3	Limited time available for planning targeted instruction for at-risk students and for professional development	Teachers will work together during LTM days and common planning to analyze progress monitoring reports and incorporate any necessary trainings.	Principal, Administrators, Department Instructional Leaders and Teachers in Language Arts, Reading & Social Studies	Analyze results of Common Assessments at LTM and adjust curriculum accordingly, conduct classroom walkthroughs, and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests
4	Disfluent students that are two years below grade level on SRI and need extra support will be given two 50 minute classes	Students in a second period of Reading will also be utilizing the Read 180 computer program.	Principal and Department Instructional Leader	Monitor timed-reading and review master schedule.	MAZE testing
	Poor student attendance	Reading students will be	Administrators,	Use reports to monitor	Increase in

5	negatively affects adequate yearly progress	given attendance contracts and incentives.	Guidance Counselors, and Reading Teachers	attendance.	attendance rate
6	Willingness of teachers to use common materials	Reading and English teachers will coordinate vocabulary lessons to increase word retention	9th& 10th grade reading and English teachers.	Classroom assessments in both subject areas.	Semester exams
7	Limited number of materials	Social Studies and Language Arts will use Reading Toolkits & FCAT Preparation Materials for appropriate courses with best practices' strategies provided by Languages Arts and Reading Departments.	Principal, Administrators, and Department Instructional Leaders	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessments, Winter Diagnostic Test, and 2012 FCAT
8	Limited time available in the content-area classroom to provide targeted reading instruction	Content area teachers will provide instruction using informational text from their content and implement effective reading strategies for Level I students.	Administrators and Department Instructional Leaders	Collect and review student samples of informational text, review lesson plans, and conduct classroom walkthroughs.	Fall/Winter Diagnostic Tests and 2012 FCAT
9	Limited time available for interdisciplinary planning among Reading, Social Studies, and Language Arts department chairs.	Reading Department will meet with Social Studies and Language Arts Department Chairs and coordinate instructional strategies to align reading content and use LTM time for interdisciplinary planning.	Department Instructional Leaders and Reading teachers	Meet during 7th period planning and LTMs. Create professional portfolios of best practices.	Common Assessments, Fall/Winter Diagnostic Tests, and 2012 FCAT
10	Limited number of materials that address areas of weakness	Supplemental materials will be purchased to support areas of weakness in FY11 FCAT.	Administrators and Reading teachers	Informal classroom assessments and student data notebooks.	Classroom Assessments, Fall/Winter Diagnostic Test, and 2012 FCAT
11	Lack of time to provide focused, individualized instruction for Level 1 and 2 students.	Provide a "pull out" tutorial for four weeks prior to FCAT testing for students in small groups of 3-5 students.	Principal, Administrators, and Reading Teachers	Analyze results of FCAT testing.	FCAT Test

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 our achievement gap in reading by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	78%	81%	83%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 reading targets: Black, Hispanic, ELL, SWD, and Economically Disadgantaged (ED). The following subgroups meet 2012 reading targets: White and Asian.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 27%, Hispanic 69%, ELL 41%, SWD 34%, ED 59%	By 2013, Black, Hispanic, ELL, SWD, and Economically Disadgantaged (ED) will each increase performance by at

least 11%, 1%, 1%, 11%, 1% respectively.

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	Classroom time for effective small group work; organizing groups in varying reading levels within a class comprised of Level 1 and Level students	School will differentiate instruction through small group/pull-ins in reading and Developmental Language Arts classes.	Teachers and Language Facilitator	Conduct meetings with a small group or individual students to remediate or discuss.	Classroom Assessments
2	Funding and teacher support	School will provide a reading tutorial for Level 1 & Level 2 students after school.	Teachers, Language Facilitator, and Administrators	Monitor student participation.	Increased achievement between assessments
3	Progress monitoring tools/technology; common planning with limited resources	School will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Teachers, Language Facilitator, and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
4	Need to monitor student attendance	School will monitor attendance on a weekly basis, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record intervention, recognitions, and incentives; maintain log of conferences.	Increased attendance rates
5	Staff availability and time to meet with individual students during the school day	School will provide assigned mentor to identify other factors impeding learning with provide interventions.	Mentors, Language Facilitator, Guidance Counselors, and Administrators	Record of interventions, contact with parents and agencies.	Increased attendance rate and/or performance

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 did not meet 2012 reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 41%	By 2013, ELL students will increase performance by at least 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support and involvement in academics.	host two Parent Leadership Committee meetings to increase parental involvement.	Assistant Principals, Language Facilitator, ELL Coordinator, Teachers	Monitor EDW reports, Diagnostic scores, Attendance at each PLC.	End of Year FCAT assessment
2	Lack of classroom support in home/native language.	Increase the use of CRISS strategies and direct manipulatives in the content area academic courses.	Content area teachers/CRISS-trained team leaders	Monitor student grades quarterly in core content areas.	Individual student report cards, ELL monitoring forms

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 SWD subgroup did not meet 2012 reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 34%	By 2013, SWD students will increase performance by at least 11%.

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	Classroom time for effective small group work; organizing groups in varying reading levels within a class comprised of Level 1 and Level 2 students	School will differentiate instruction through small group/pull-ins in reading and Developmental Language Arts classes.	Teachers	Conduct meetings with a small group or individual students to remediate or discuss.	Classroom Assessments
2	Need for increased instructional support	Students will be placed in ESE Inclusion, Intensive Reading class or Inclusion Intensive Reading Class, based on appropriate placement.	Teachers and Administrators	Review Master Board Schedule and IEP's.	Increased achievement between assessments
3	Need for remediation for Level 1 & Level 2 students	School will provide a reading tutorial for Level 1 & Level 2 students after school.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
4	Time to monitor student progress	School will expand personnel monitoring student performance on a regular basis and revise instruction as indicated by student progress.	Teachers, Language Facilitator, and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
5	Student attendance	School will monitor attendance on a weekly basis, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record intervention, recognitions, and incentives; maintain log of conferences.	Increased attendance rates
6	Lack of personnel to work with small groups or individual students	School will provide assigned mentors to identify other factors impeding learning with provide interventions.	Mentors, Guidance Counselors, and Administrators	Record of interventions, contact with parents and agencies.	Increased attendance rate and/or performance

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 ED subgroup did not meet 2012 reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 34%	By 2013, ED students will increase performance by at least 11%.

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	Classroom time for effective small group work; organizing groups in varying reading levels within a class comprised of Level 1 and Level 2 students	School will differentiate instruction through small group/pull-ins in reading and Developmental Language Arts classes.	Teachers	Conduct meetings with a small group or individual students to remediate or discuss.	Classroom Assessments
2	Funding and teacher support	School will provide a reading tutorial for Level 1 & Level 2 students after school funded by SAC.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
3	Progress monitoring tools/technology; common planning with limited resources	School will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
4	Lack of regular student attendance	School will monitor attendance on a weekly basis, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record intervention, recognitions, and incentives; maintain log of conferences.	Increased attendance rates
5	Staff availability and time to meet with individual students during the school day	School will provide assigned mentor to identify other factors impeding learning with provide interventions.	Mentors, Guidance Counselors, and Administrators	Record of interventions, contact with parents and agencies.	Increased attendance rate and/or performance

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
Workshop: How to use data to improve scores and move students: Data Analysis/Item Specifications and Educational Data Warehouse (EDW)	9-12 Language Arts	Principal, Administrators, Department Instructional Leaders	9-12 Language Arts	Ongoing as scores become available	Teacher feedback on subsequent assessments; EDW updates	Department Instructional Leaders and Administrators
Effective Implementation of the Curriculum Framework	9-12 Language Arts	Department Instructional Leaders	9-12 Language Arts	August 2011	Review lesson plans and conduct classroom walkthroughs	Department Instructional Leaders and Administrators
CRISS Training	9-12	CRISS Trainer	school-wide	Ongoing	Review lesson plans and conduct classroom	Administrators, and Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase independent reading among the lowest 25% of 9th and 10th grade students.	Novels for 9th and 10th grade Level 1 and 2 readers.	SAC	\$3,600.00
Provide a "pull out" tutorial for four weeks prior to FCAT testing for students in small groups of 3-5 students.	Sixth period supplements and consultant to provide tutoring for four weeks before FCAT testing during second semester.	SAC	\$3,500.00
			Subtotal: \$7,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$7,100.00

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.		58% (33) of ELL students will achieve proficiency in the listening and speaking portions of the CELLA			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
54% (30) of ELL students are achieving proficiency in the listening and speaking portions of the CELLA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support and involvement in academics.	Host two Parent Leadership Committee (PLC) meetings to increase parental	Assistant Principals, Language Facilitator, ELL	Monitor EDW reports, diagnostic scores, attendance at each PLC.	CELLA Assessment

		involvement,	Coordinator, Teachers		
2	Lack of classroom support in home/ native language.	Increase the use of CRISS strategies and direct manipulatives in the content area academic courses.	Content area teachers and CRISS trained team leaders	Monitor student grades quarterly in core content areas	Individual student report cards, ELL monitoring forms

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:

42% (23) of ELL students will be proficient on the reading portion of the CELLA

2012 Current Percent of Students Proficient in reading:

38% (21) of ELL students are proficient on the reading portion of the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support and involvement in academics.	Host two Parental Leadership Committee (PLC) meetings to increase parental involvement.	Assistant Principals, Language Facilitator, ELL Coordinator, Teachers	Monitor EDW reports, diagnostic scores, attendance at each PLC	CELLA Assessment
2	Lack of classroom support in home/ native language.	Increase the use of CRISS strategies and direct manipulatives in the content area academic courses.	Content area teachers and CRISS trained team leaders	Monitor student grades quarterly in core content areas.	Individual student report cards, ELL monitoring forms

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

3. Students scoring proficient in writing.

CELLA Goal #3:

43% (23) of students will score proficient on the writing portion of the CELLA.

2012 Current Percent of Students Proficient in writing:

39% (22) of ELL students will score proficient on the writing portion of the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support and involvement in academics.	Host two Parent Leadership Committee (PLC) meetings to increase parent involvement.	Assistant Principals, Language Facilitator, ELL Coordinator, Teachers	Monitor EDW reports, diagnostic scores, attendance at each PLC	CELLA Assessment
2	Lack of classroom support in home/ native language.	Increase the use of CRISS strategies and direct manipulatives in the content area	Content area teachers and CRISS trained team leaders	Monitor student grades quarterly in core content areas.	Individual student report cards, ELL monitoring forms

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

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:	The percent/number of students will increase by 13% (1)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The percent/ number of students will increase by 25% (1)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The percent/ number of students will increase by 69% (2)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE Teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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 # In six years, we will reduce our achievement gap in reading by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

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:	All student subgroups (by ethnicity) met 2012 math target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 32%, Hispanic 40%, White 43%	By 2013, Black, Hispanic, and White students will each increase performance by at least 6%, 5%, 5% respectively.

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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
	Professional	Training and time for	Department	Record Benchmarks	Lesson plans and

3	Development & interdepartmental planning	planning to align instruction with the EOC Benchmarks.	Instructional Leaders and Administrators	covered in lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All EOC classes will consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	EOC Course Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RTI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments

12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administrators	Document usage in lesson plans.	Increased student performance on daily work and assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent/ of students making satisfactory progress in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	No data available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align instruction with the EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans	Lesson plans and Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All EOC classes will consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
	Need to remediate math	Tier 1: (All students)	Department	EOC Course Teachers	Common

8	students	School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Instructional Leaders, Mathematics Teacher, and Administrators	and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RTI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administrators	Document usage in lesson plans.	Increased student performance on daily work and 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 mathematics. Mathematics Goal #5D:	The SWD subgroup did not meet 2012 math target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	By 2013, SWD will increase performance by at least 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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align instruction with the EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All EOC classes will consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	EOC Course Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests

10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RTI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administrators	Document usage in lesson plans.	Increased student performance on daily work and assessments.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	ED students met 2012 math target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	By 2013, ED students will increase performance by at least 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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align instruction with the EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments

		interdepartmental curriculum issues.			
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All EOC classes will consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	EOC Course Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RtI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and	Administrators	Document usage in lesson plans.	Increased student performance on daily work and

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:			The percent of Algebra I students achieving a Level 3 will increase by 4% (18)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
JHS: 45% (162) achieved Level 3 District: 32% (4094) achieved Level 3 State: 37% (74,392) achieved Level 3			49% (215) of Algebra I students will achieve proficiency on the Algebra I End-of-Course.		
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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Algebra 1 instruction with the Algebra EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Algebra 1 classes will consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report

8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Algebra Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RtI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administrators	Document usage in lesson plans.	Increased student performance on daily work and assessments.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.

Algebra Goal #2:

The percent of Algebra I students achieving a Level 4 or 5 increase by 7.5% (33)

2012 Current Level of Performance:			2013 Expected Level of Performance:		
JHS: 10% (36) achieved a Level 4 or 5 District: 24% (3,070) achieved a Level 4 or 5 State: 21% (42,223) achieved a Level 4 or 5			The percent of Algebra I students acieving a Level 4 or 5 will increase to 17.5% (77)		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Algebra 1 instruction with the Algebra EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Algebra 1 classes will consistently give a daily Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Algebra Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests

		c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)			
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administration	Document usage in lesson plans.	Increased student performance on daily work and assessments.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percent/number of Lowest Third will decrease by 4% (22) and the percent/number of Middle and Highest Third will increase by 4% (22), respectfully.
2012 Current Level of Performance:	2013 Expected Level of Performance:
JHS Average T-Score Baseline Data: 53% JHS Low, Middle, High: 20%, 27%, 53% OUT OF 564 STUDENTS District Average T-Score Baseline Data: 49% District Low, Middle, High: 34%, 30%, 36% OUT OF 13,631 STUDENTS State Average T-Score Baseline Data: 49% State Low, Middle, High: 35%, 31%, 34% OUT OF 188,168 STUDENTS	JHS Average T-Score: 55% JHS Low, Middle, High: 16% (86), 29% (157), 55% (296)

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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of Pearson Success Net (PSN) in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Geometry instruction with the Geometry EOC Benchmarks.	Administrators and Department Instructional Leaders	Record Benchmarks covered in lesson plans.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and develop interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Geometry classes will give a daily Warm-Up or Problem of the Day and subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Geometry Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests

		(Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)			
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RtI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administrators	Document usage in lesson plans	Increased student performance on daily performance

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
	Professional	Training and time for	Department	Record Benchmarks	Lesson plans and

3	Development & interdepartmental planning	planning to align Geometry instruction with the Geometry EOC Benchmarks.	Instructional Leaders and Administrators	covered in lesson plans.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and develop interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Teachers will monitor student performance and revise instruction as indicated by student progress.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Geometry classes will give a daily Warm-Up or Problem of the Day and subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Geometry Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to	Department Instructional Leaders, Mathematics/Teacher, RTI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests

		core instruction.			
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administration	Document usage in lesson plans.	Increased student performance on daily work and assessments

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
Best Practices	Algebra 1, Geometry and Geometry Honors	Department Instructional Leaders	Algebra 1 and Geometry Teachers	Ongoing	Classroom Walkthroughs	Administrators
Workshop: How to use data to improve scores and move students: Data Analysis/Item Specifications, (PANS) reports, Educational Data Warehouse (EDW)	Algebra 1, Geometry and Geometry Honors	Department Instructional Leaders	Algebra 1 and Geometry Teachers	Ongoing as scores become available	Teacher feedback on subsequent assessments; EDW updates	Department Instructional Leaders and Administrators
Science Connections within Mathematics	Algebra 1, Geometry and Geometry Honors	Mathematics & Science Department Instructional Leaders	Algebra 1, Geometry and Science teachers	Ongoing	EDW updates of Science Benchmarks	Department Instructional Leaders and Administrators
Effective Implementation of the Curriculum Framework	Algebra 1, Geometry and Geometry Honors	Department Instructional Leaders	Algebra 1 and Geometry Teachers	August 2012	Review lesson plans and conduct classroom walkthroughs	Department Instructional Leaders and Administrators
Pearson Success Net	Algebra 1, Geometry and Geometry Honors	Department Instructional Leaders	Algebra 1 and Geometry Teachers	September 2012	Discussion of effectiveness during monthly learning team meetings, analysis of FCAT diagnostic score results, and documented use of Pearson Success Net in lesson plans	Department Instructional Leaders and Administrators
English Language Learners (ELL)	All mathematics courses	District ESOL Coordinator	All mathematics teachers	November 2012	Review lesson plans and conduct classroom walkthroughs	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students who are in danger of not achieving proficiency on the Algebra I EOC and/or Geometry EOC will be provided an opportunity to receive extra support on a weekly basis.	One certified math teacher to instruct Algebra I & Geometry two hours per week for 30 weeks for a total of 60 hours. In addition, one certified math teacher to instruct Algebra I for two weeks and one teacher will instruct Geometry for one week (ten hours per week) prior to EOC testing in December and May for a total of 30 hours.	K-12 Community School Grant (\$1533) and JHS Community School (\$570)	\$2,103.00
Students who did not achieve proficiency on the Algebra I EOC and/or Geometry EOC will be provided the opportunity to participate in a Boot Camp and retake the EOC in the summer.	One math certified teacher instructing Algebra I and one math certified teacher instructing Geometry. Twenty hours per week, per teacher, for two weeks at an hourly rate of \$25.55 (including benefits) for a total of 80 hours.	SAC	\$2,044.00
Subtotal:			\$4,147.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use Mobi in classrooms for increased student technology and student's daily participation.	12 Mobis at \$251.00 each	SAC	\$3,012.00
Subtotal:			\$3,012.00
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:			\$7,159.00

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:	The percent/ number of students will increase by 66% (1)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The percent/ number of students will increase by 50% (1)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The percent/number of Lowest Third will decrease by 3% (23) and the percent/number of Middle and Highest Third will increase by 3% (23), respectfully.
2012 Current Level of Performance:	2013 Expected Level of Performance:
JHS Average T-Score Baseline Data: 53% JHS Low, Middle, High: 21%, 30%, 49% OUT OF 715 STUDENTS District Average T-Score Baseline Data: 50% District Low, Middle, High: 34%, 29%, 37% OUT OF 13,724 STUDENTS State Average T-Score Baseline Data: 49% State Low, Middle, High: 34%, 31%, 35% OUT OF 190,344 STUDENTS	JHS Average T-Score: 55% JHS Low, Middle, High: 18% (137), 32% (242), 50% (379)

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	Master Board scheduling issues	Master Board scheduling issues	Department Instructional Leaders and Administrators	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessments, Common Assessments, Fall/Winter Diagnostic Tests, and data chats at PLC meetings
2	Time constraints	Teachers will conduct Common Assessments and use results to develop lesson plans for focused instruction in areas of identified needs to increase performance in the Benchmarks. The data will be disaggregated through item analysis and reteaching, maintenance, or enhancement activities will be provided per individual or call need.	Department Instructional Leaders and Administrators	Conduct monthly LTM to monitor student progress by: performing data analysis of Common Assessment and Diagnostic Test results, discussing success of instructional strategies, and adjusting lesson plans as necessary; Administrators will conduct data chats at PLC meetings.	Classroom Assessments, Common Assessments, Fall/Winter Diagnostic Tests, and data chats at PLC meetings
3	Lack of Professional Development and technology issues (software/hardware)	Teachers will provide students with technology applications to improve science content knowledge and process skills in all science classes.	Department Instructional Leaders and Administrators	Review lesson plans and conduct classroom walkthroughs.	Fall/Winter Diagnostic Tests and Classroom Assessments
4	Limited resources	School will develop an incentive plan to encourage higher student achievement on the Fall/Winter Diagnostic Tests and Biology EOC. The plan will include assignment of grades, extra credit opportunities, and extrinsic motivators.	Department Instructional Leaders and Administrators	Conduct data analysis after the Fall/Winter Diagnostic Tests to determine if higher student achievement was obtained.	Fall/Winter Diagnostic Tests
5	Time Constraints	School will communicate with parents throughout the year, opportunities available to prepare students for success in Biology I EOC.	Biology Teachers	Communicatino Log	Common Assessments and EDW Reports
6	District Pacing Charts	School will provide enhanced instruction for students based on EOC items that require higher order thinking and increased time.	Biology Teachers	Common Assessments	Common Assessments, FCAT Explorere, FCAT Achieves
7	District Pacing Charts	Teacher will monitor student performance and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and intervention regularly.	Increased student achievement between assessments.
8	District pacing chart	All students will perform at least one laboratory activity per week with 9th graders correlating to a SSS Benchmark.	Department Instructional Leaders, and Administrators	Monitor student participation.	Increased achievement between assessments
	Professional Development	CRISS and Marzano strategies will be used	Department Instructional	Conduct classroom walkthroughs.	Data chats in PLC meetings

9		for big ideas within each review (e.g., Venn Diagram for Photosynthesis/Cellular Respiration).	Leaders, and Administrators		
10	Time constraints	Department will develop interdisciplinary vertical teaming with reading Department.	Department Instructional Leaders and Administrators	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessments, Common Assessments, Fall/Winter Diagnostic Tests, and data chats at PLC meetings
11	Funding, teacher support, and student attendance	School will provide a science tutorial for students after school.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
12	Funding, teacher support, and student attendance	Utilize Science National Honor Society and National Honor Society students to assist 9th grade Biology and AP Environmental students.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
13	Time constraints	Identify lowest 25% NCLB.	Teachers	Monitor students.	Increased achievement between assessments

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Master Board scheduling issues	Department will develop core area common planning teams.	Department Instructional Leaders and Administrators	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessments, Common Assessments, Fall/Winter Diagnostic Tests, and data chats at PLC meetings
2	Time constraints	Teachers will conduct Common Assessments and use results to develop lesson plans for focused instruction in areas of identified needs to increase performance in the Benchmarks. The data will be disaggregated through item analysis and reteaching, maintenance, or enhancement activities	Department Instructional Leaders and Administrators	Conduct monthly LTM to monitor student progress by: performing data analysis of Common Assessment and Diagnostic Test results, discussing success of instructional strategies, and adjusting lesson plans as necessary; Administrators will	Classroom Assessments, Common Assessments, Fall/Winter Diagnostic Tests, and data chats at PLC meetings

		will be provided per individual or call need.		conduct data chats at PLC meetings.	
3	Lack of Professional Development and technology issues (software/hardware)	Teachers will provide students with technology applications to improve science content knowledge and process skills in all science classes.	Department Instructional Leaders and Administrators	Review lesson plans and conduct classroom walkthroughs.	Fall/Winter Diagnostic Tests and Classroom Assessments
4	Limited resources	School will develop an incentive plan to encourage higher student achievement on the Fall/Winter Diagnostic Tests and Biology EOC. The plan will include assignment of grades, extra credit opportunities, and extrinsic motivators.	Department Instructional Leaders and Administrators	Conduct data analysis after the Fall/Winter Diagnostic Tests to determine if higher student achievement was obtained.	Fall/Winter Diagnostic Tests
5	Time constraints	School will communicate with parents throughout the year the opportunities available to prepare students for success in Biology I EOC	Teachers	Communication Log	Common Assessments and EDW Log
6	District Pacing Chart	School will provide enhanced instruction for students based on EOC items that require higher order thinking and increased time.	Teachers	Common Assessment	Common Assessment, FCAT Explorer, FCAT Achieves
7	District pacing chart	Teacher will monitor student performance and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and intervention regularly.	Increased student achievement between assessments.
8	Lack of professional development	CRISS strategies will be used for big ideas within each review (e.g., Venn Diagram for Photosynthesis/Cellular Respiration).	Department Instructional Leaders, and Administrators	Conduct classroom walkthroughs.	Data chats in PLC meetings
9	Time constraints	Department will develop interdisciplinary vertical teaming with reading Department.	Department Instructional Leaders and Administrators	Review lesson plans and conduct classroom walkthroughs.	Classroom Assessments, Common Assessments, Fall/Winter Diagnostic Tests, and data chats at PLC meetings
10	Funding, teacher support, and student attendance	School will provide a science tutorial for students after school.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
11	Funding, teacher support, and student attendance	Utilize Science National Honor Society and National Honor Society students to assist 9th grade Biology and AP Environmental students.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
12	Time constraints	Identify lowest 25% NCLB.	Teachers	Monitor Students	Increased achievement between assessments

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To assist students in achieving proficiency on the Biology End-of-Course a series of after school tutorials led by a certified Biology teacher.	Two teachers, two times a week at two hours per teacher for 12 weeks at a rate of \$25.55 per hour (including benefits).		\$1,226.00
Subtotal:			\$1,226.00
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:			\$1,226.00

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:	The percent/number of students scoring 3 and above will increase by 3% (85)
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (596) scoring at achievement Level 3 and above	96% (711) scoring at achievement Level 3.5 and above

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absentee students and make-up administration of PB Writes	Common designated day and place for PB Writes makeup	English teachers	Teachers on TDE will monitor testing room	Prompt scoring/attendance
2	Lack of student tracking and personal reflection on writing	Individual writing portfolios that are required to remain in the classroom.	English teachers/students/and AP	Teachers provide students with manilla folders at the start of the year.	Monitoring by AP through individual observation and CWT
3	Lack of true application of prescriptive feedback	Minimum of 2 full paragraph revisions throughout the year.	English teachers and students	Teachers score PB Writes within 3 days from administration. Require in-class revisions of one paragraph per essay	Portfolios and Department Chairs
4	Application of writing strategies in multiple content areas	Social Studies, Electives, and Reading Departments will incorporate writing strategies and FCAT essays into their curriculum.	English, Social Studies, Reading and Elective teachers	Social Studies, Electives, and Reading teachers will incorporate writing prompts and scoring rubrics mirroring FCAT-style strategies	Scoring of essays by Social Studies and Reading teachers/monitored by AP's and Department Chairs
5	Funding and electronic resources	Teachers will utilize Turnitin.com for student paper submissions.	Teachers and Administrators	Analyze student papers.	Review of Turnitin.com Report

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:	The percent/ number of students will increase by 8% (1)
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	Exceptionality impact on academic skills	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	ESE Teachers	Conduct data chats, classroom walkthroughs, and review lesson plans.	Brigance Assessment

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
Rubric Training - English, Reading, and Social Studies Teachers	9th and 10th	Level Chairs and English/Social Studies Teachers	9th and 10th grade English and Social Studies Teachers	August/September 2012	Review lesson plans; LTM meetings to share best practices/ examine written products from all phases of the Recursive Process.	Teachers, Department Chairs and AP's

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-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:		Data not available for FY 13 since it is the base-line year data collection.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Data not available for FY 12 since it was the field test year data collection.		JHS will perform at or above the district's average T-score			
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	Professional Development	School will provide training to implement district curriculum frameworks.	Administration and Department Instructional Leaders.	Monitor use of Scope and Sequence and Instructional Focus Calendar.	Common Assessments.
2	Common Planning	Training and time for planning.	Administration and Department Instructional Leaders.	Record benchmarks covered in lesson plans.	Common Assessments.
3	Progress Monitoring	Teachers will monitor student performance and revise instruction as indicated by student progress.	Administration and US History Teachers	Review instructional strategies and interventions regularly.	Increase achievement between assessments.

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Data not available for FY 13 since it is the base-line year data collection.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available for FY 12 since it was the field test year data collection.	JHS will perform at or above the district's average T-score.

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	Professional Development	School will provide training to implement district curriculum frameworks	Administration and Department Instructional Leaders	Monitor use of scope and sequence and instructional focus calendar.	Common Assessments.
2	Common Planning	Training and time for planning.	Administration and Department Instructional Leaders	Record benchmarks covered in lesson plans	Common Assessments.
3	Progress Monitoring	Teachers will monitor student performance and revise instruction as indicated by student progress	Administration and Teachers	Review instructional strategies and interventions regularly.	Increase achievement between assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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 rate will increase 0.5% (138) by March 2013.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.0% (2654) of students were in attendance for full days.		97% (2712) of students are in attendance for full days.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
15.62% (431) of students were absent excessively, by class period.		12% (335) of students are absent excessively, by class period.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2.34% (65)		2% (56)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Student attendance and transportation	Administrators will meet individually with students who have frequent absences and/or tardies.	Principal and Administrators	Maintain log of conferences.	Attendance rate report
2	Parent involvement	Administrators will meet with the parents of students with attendance issues.	Administration and Guidance Counselors	Maintain log of conferences.	Attendance rate report
3	Parent buy-in	School will provide attendance contracts.	Administration and Guidance Counselors	Monitor implementation of attendance contract.	Attendance rate report
4	Budget constraints	School will provide recognition, rewards, and incentives to improve attendance.	Administration and Guidance Counselors	Monitor attendance reports.	Attendance rate 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
Student Motivation	9-12	Principal	School-wide	PDD	Attendance reporting, letters home, and parent phone calls	Principal or Principal designee

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

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:	Reduce number of out-of school suspensions by 10% (60). Reduce number of students suspended out-of school by 10% (49).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
7% (597) duplicated	6% (537) duplicated
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5% (288) unduplicated	4.5% (260)unduplicated
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
15% (199) duplicated	9.6% (185) duplicated
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
20% (221) unduplicated	6% (172) unduplicated

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing enforcement of Cell Phone and Dress Code Policies at the beginning of the school year will decrease the number of ISS suspensions for rule violation and insubordination during the school year.	Teacher & Administrative phone calls, parent conferences, behavior contracts, C.I.T. interventions, weekly SBT meetings, increase Administration classroom walkthroughs, RtI packets, and regular announcements to reinforce compliance.	Teachers, Administrators, Counselors, Mr. Lang, Ms. Simmonds, and SBT.	Reduction in OSS suspensions.	EDW Compliance 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						

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Decrease the dropout rate by 0.54% (15).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
(Schoolwide) 0.54% (16)	0% (0)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

94.0% (671)

100% (650)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of personnel and sufficient lab accommodations for all at-risk students	Monitor the Credit Recovery Program, giving priority to seniors and juniors respectively, to recover credits in E-2020 lab during the school day and through night school.	Guidance Counselors, Administrators, and AP for Adult and Community School	Monitor participation and completion rate in courses.	Decreased retention rate and increased graduation rate
2	Time constraints and inadequate staffing for ongoing monitoring	Monitor the progress of students in E-2020 and communicate concerns with students and parents.	Guidance Counselors, Lab Managers, and Administrators	Maintain log of student and parent contacts.	Review of Conference & Communication Logs and increased graduation rates
3	Time constraints and inadequate staffing for ongoing monitoring	Meet individually with all at-risk senior students during first nine weeks to discuss goals and review on-track requirements for graduation.	Guidance Counselors, Administrators, Teachers, and Principal	Maintain log of student conferences and parent contacts.	Review of Conference & Communication Logs and increased graduation rates
4	Time constraints and inadequate staffing	Identify students who are at-risk for graduation and provide interventions to get them on track to graduate (attendance, discipline, academic performance, credit recovery, Florida Virtual School, etc.).	Administrators and Guidance Counselors	Review EDW reports on regular basis to identify at-risk students and track progress of identified students.	Improved attendance rate, grades, and/or course completion.
5	Tracking and support of students	Meet individually with SWD students every semester to review progress towards graduation requirements to identify needs and actions for individual support.	Administrators, Guidance Counselors, and ESE Coordinator	Review EDW reports on regular basis to identify at-risk students and track progress of identified students.	Improved attendance rate, grades, and/or course completion.
6	Time constraints	Identify ninth grade at-risk students and notify respective teachers.	Teachers, Administrators, ESE Coordinator, and Guidance Counselors	Review EDW reports on regular basis to identify at-risk students and track progress of identified students.	Improved attendance rate, grades, and/or course completion.
7	Time constraints, inadequate staffing, and senior students' buy-in, motivation and study skills	Implement character education for at-risk ninth graders focusing on developing personal responsibility, diligence, and study skills.	Administrators, Guidance Counselors, and Senior Honors & Advanced Placement Student Mentors.	Review EDW reports on regular basis of at-risk students and track their progress.	Improved attendance rate, grades, and/or course completion.
8	Support for at-risk students	Provide weekly monitoring and mentoring to ensure that at-risk student has necessary support.	Administrators, Guidance Counselors, and ESE Coordinator	Review progress report, including attendance, discipline, and grades.	Improved attendance rate, grades, and/or course completion.

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
Train Guidance Counselors with monitoring system to review on-track requirements for graduation	9-12	Principal	Guidance Counselors	Ongoing	Review Conference & Communication Logs	Guidance, Administrators, and Principal

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the number of Volunteer Hours on Campus by 35%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

311 parent volunteers provided 9,046 hours			500 parent volunteers will provide 12,213 hours		
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	Stakeholder buy-in & recruitment limitations	Provide opportunities for parents to volunteer in all departments and at extra-curricular activities.	Principal and Volunteer Coordinator	Determine number of parents volunteering and the number of volunteer hours reported.	Analysis of Volunteers in Public Schools (VIPS) report
2	Revision concensus	Increase the number of volunteer hours reported by revising the process utilized to report hours.	Principal and Volunteer Coordinator	Determine number of parents volunteering and the number of volunteer hours reported.	Analysis of Volunteers in Public Schools (VIPS) report
3	Accessing parents without computer availability	Advertise opportunities for parent involvement (meetings, volunteering, training, etc.) on marquee, and through direct email notices and auto phone dialer.	Principal and Edline Coordinator	Review Edline, flyers, and notices.	Record of increased parent participation
4	Limited attendance	Provide parent sessions on Cyberbullying, Bullying, and Drug & Alcohol Awareness.	Principal	Record attendance.	Record of increased parent participation
5	Communicating with at-risk students' parents	Contact parents of students in identified groups (Lowest 25%, AYP, SDW, Economically Disadvantaged groups) on a regular basis to monitor progress.	Administrators, Teachers, Guidance Counselors, and Language Facilitator	Review of parent contact log.	Attendance rate, progress in grades, progress on students' assessments
6	Parent scheduling conflict with Thursday afternoon staffings	Offer parent conferences with teachers and Guidance Counselors to discuss progress and develop strategies for improvement after school once a week, as needed.	Administrators, Teachers, and Guidance Counselors	Review of parent contact & conference logs.	Attendance rate, progress in grades, progress on students' assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Membership in County, State, and National Professional Organizations	9-12	CTE Teacher	Department Members	LTM Meetings	Assessment results	CTE Teachers

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:			70% at each level pass industry certification, where multiple levels are being tested.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Ongoing monitoring of student progress	CTE Teachers	Observations, demonstrations, use of scales and rubrics.	CTE industry assessments
2	Prerequisite Integrity	Communication with guidance	CTE Teachers	Maintain records	CTE industry assessments
3	Retention of students	Communication with parents	CTE Teachers	Maintain records	CTE industry assessments

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Advanced Programs: Advanced Placement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Advanced Programs: Advanced Placement Goal Advanced Programs: Advanced Placement Goal #1:			28% (750) of students will be enrolled in an Advanced Placement (AP) course.		
2012 Current level:			2013 Expected level:		
23% (725) of students enrolled in an AP course			28% (750) of students will enroll in an AP course		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of data from 9th grade students not tested on PSAT	School will use AP potential Report from AP Central to invite prospective participants; school will administer PSAT to 9th grade AP students	Administration and Department Instructional Leaders	Review enrollment data on TERMS.	Verification of increased enrollment using Master Board Report
2	Student population is somewhat homogenous; student motivation to enroll in these courses could be improved	School will use AP Potential Report to draft invitation letters from AP Central to increase the diversity of students taking AP courses.	Administration and Department Instructional Leaders	Review enrollment data on TERMS.	Verification of increased diversity in enrollment using Master Board Report
3	Time for training and stakeholder buy-in	Provide AP Potential training for administrators and staff.	Administration	Review record of training participation.	Records of increased enrollment in AP courses for FY2013
4	Administrative meeting time and lack of Instructional Planning Reports prior to creation of master board	Use Integrated Summary Reports to determine success rate and to set targets for FY2013.	Administration	Compile a list of students to recruit for FY2013.	Records of increased enrollment in AP courses for FY2013
5	Time to visit schools and opposing school schedules for common planning	Hold articulation meetings with middle school and lower grade high school teachers to discuss creating a pathway to prepare students for upper level courses (AP).	Administration, Department Instructional Leaders, and AP Teachers	Compile a list of participants and review action plans.	Records of increased enrollment in AP courses for FY2013
6	Funding and staffing after school tutorials	Provide ongoing supplemental support for students in AP classes (after school, summer).	Administration, Department Instructional Leaders, and AP Teachers	Compile a list of participants in tutorials and summer programs.	Improved performance in AP courses and on AP tests
7	Facilities, scheduling, and middle school participation	Host an AP Open House for students and parents.	Administration, Guidance Counselors, and AP Teachers	Review list of participants.	Records of increased enrollment in AP courses for FY2013

8	Time constraints	Science National Honor Society (SNHS) students will tutor Biology and AP Environmental students once a month.	SNHS Sponsor	Monitor grades.	Improved performance in AP courses, AP tests, and Biology EOC
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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 Advanced Programs: Advanced Placement Goal(s)

Advanced Programs: Dual Enrollment Goal:

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

1. Advanced Programs: Dual Enrollment Goal Advanced Programs: Dual Enrollment Goal #1:	20% (250) of eligible 11th & 12th grade students will be enrolled in a dual enrollment (DE) course.
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2012 Current level:			2013 Expected level:		
15% (200) of eligible 11th and 12th grade students will be enrolled in a dual enrollment course.			20% (250) of eligible 11th & 12th grade students will be enrolled in a dual enrollment (DE) course.		
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	Identifying criteria for successful DE coursework, staff buy-in, and competition with Advanced Placement (AP) courses	Identify students meeting criteria to take a DE course.	Administration and Guidance Counselors	Compile a list of students eligible for DE course(s).	Records of increased enrollment in DE courses for FY2013
2	Facilities and scheduling	Host a DE Open House for students and parents (during AP Open House).	Administration and Guidance Counselors	Compile a list of participants.	Records of increased enrollment in DE courses for FY2013
3	Student population is somewhat homogenous and student motivation could be improved	School will use AP Potential Report from AP Central to identify target students and conference with these students in order to improve enrollment.	Administration and Department Instructional Leaders	review Enrollment data on TERMS.	Verification of increased diversity in enrollment using TERMS DE Report
4	Time to visit schools and opposing school schedules for common planning	Hold articulation meetings with middle schools and lower grade high school teachers to discuss creating a pathway to prepare students for upper level courses (AP).	Administration, Department Instructional Leaders, and Guidance Counselors	Compile a list of participants and review action plans.	Records of increased enrollment in DE courses for FY2013

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						

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 Advanced Programs: Dual Enrollment Goal(s)

Algebra 1 End of Course (EOC) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Algebra 1 End of Course (EOC) Goal				
Algebra 1 End of Course (EOC) Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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 Algebra 1 End of Course (EOC) Goal(s)

Geometry End of Course (EOC) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Geometry End of Course (EOC) Goal		Data not available for FY2012 since it is the base-line year data collection.			
Geometry End of Course (EOC) Goal #1:					
2012 Current level:		2013 Expected level:			
No data available for FY2011 since it was the field test year data collection.		JHS will perform at or above the districts average T-Score.			
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	Professional Development & limited access to computer labs on campus	Teachers will use FCAT Explorer to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of FCAT Explorer in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments and/or Fall/Winter Diagnostic Tests
	Professional Development &	Training and time for planning to align	Department Instructional Leaders	Record Benchmarks covered in lesson	Lesson plans and Common

3	interdepartmental planning	Geometry instruction with the Geometry EOC Benchmarks.	and Administrators	plans.	Assessments and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and develop interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Geometry classes will give a daily Warm-Up or Problem of the Day and subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Geometry Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
9	Need to remediate at-risk math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
10	Need to remediate at-risk math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RTI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests

11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Budget limitations	School will provide after school math tutorial funded by grant.	Teachers and Administrators	Monitor student participation.	Increased achievement between assessments
14	Master schedule & personnel constraints	Math Department will implement an inclusion model for Geometry.	Administrators and Department Instructional Leaders	Conduct classroom walkthroughs, review lesson plans, and record strategies & interventions.	Common Assessments and/or Fall/Winter Diagnostic Tests

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

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

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

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

Biology End of Course (EOC) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Biology End of Course (EOC) Goal Biology End of Course (EOC) Goal # 1:	N/A			
2012 Current level:	2013 Expected level:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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 Biology End of Course (EOC) Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase independent reading among the lowest 25% of 9th and 10th grade students.	Novels for 9th and 10th grade Level 1 and 2 readers.	SAC	\$3,600.00
Reading	Provide a "pull out" tutorial for four weeks prior to FCAT testing for students in small groups of 3-5 students.	Sixth period supplements and consultant to provide tutoring for four weeks before FCAT testing during second semester.	SAC	\$3,500.00
Mathematics	Students who are in danger of not achieving proficiency on the Algebra I EOC and/or Geometry EOC will be provided an opportunity to receive extra support on a weekly basis.	One certified math teacher to instruct Algebra I & Geometry two hours per week for 30 weeks for a total of 60 hours. In addition, one certified math teacher to instruct Algebra I for two weeks and one teacher will instruct Geometry for one week (ten hours per week) prior to EOC testing in December and May for a total of 30 hours.	K-12 Community School Grant (\$1533) and JHS Community School (\$570)	\$2,103.00
Mathematics	Students who did not achieve proficiency on the Algebra I EOC and/or Geometry EOC will be provided the opportunity to participate in a Boot Camp and retake the EOC in the summer.	One math certified teacher instructing Algebra I and one math certified teacher instructing Geometry. Twenty hours per week, per teacher, for two weeks at an hourly rate of \$25.55 (including benefits) for a total of 80 hours.	SAC	\$2,044.00
Science	To assist students in achieving proficiency on the Biology End-of-Course a series of after school tutorials led by a certified Biology teacher.	Two teachers, two times a week at two hours per teacher for 12 weeks at a rate of \$25.55 per hour (including benefits).		\$1,226.00
				Subtotal: \$12,473.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Use Mobi in classrooms for increased student technology and student's daily participation.	12 Mobis at \$251.00 each	SAC	\$3,012.00
				Subtotal: \$3,012.00
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: \$15,485.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/18/2012)

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
Reading Pull-Outs	\$3,500.00
Mathematics Summer Boot Camp	\$2,044.00
Science Afterschool Tutorials	\$1,226.00
Mathematics Technology - Mobis	\$3,012.00
Reading Materials - Novels	\$3,600.00

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

The SAC will do the following: give input on the development of the SIP and approve final plan, including the budget, meet on a monthly basis to review progress on school improvement objectives, advise the principal on options for changes in the SIP, where indicated, and receive an update on academic and extracurricular programs and activities each month.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District JUPI TER HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	92%	87%	67%	314	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	64%	84%			148	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	78% (YES)			136	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					608	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District JUPI TER HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	89%	94%	70%	321	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	65%	80%			145	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	74% (YES)			124	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					600	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested