

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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: WEST PORT HIGH SCHOOL

District Name: Marion

Principal: Jayne Ellspermann

SAC Chair: Michael Miller

Superintendent: James Yancey

Date of School Board Approval:

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jayne Ellspermann	BA - Psychology/MEd - Educational Administration and Supervision. Principal / Social Studies 6-12 / Psychology	9	28	1999 – C; 2000 – B; 2001 – C; 2002 – A, 62% in reading, 69% in math, 92% in writing, 66% gains in reading, 76% gains in math, 69% bottom 25% in reading; 2003 – A, 73% in reading, 76% in math, 96% in writing, 74% gains in reading, 80% gains in math, 77% bottom 25% in reading; 2004 – A, 74% in reading, 75% in math, 96% in writing, 68% gains in reading, 76% gains in math, 69% bottom 25% in reading; 2005 – C 37% reading, 69% math, 71% writing, 47% gains in reading, 74% gains in math, 59% bottom 25% in reading; 2006 – C, 41% in reading, 69% in math, 79% in writing, 53% gains in reading, 72% gains in math, 52% bottom 25% in reading; 2007 – C, 37% in reading, 70% in math, 83% in writing, 49% in science, 44% gains in reading, 73% gains in math, 45% bottom 25% in reading, 62% bottom 25% in math; 2008 – C, 48% in reading, 74% in math, 87% in writing, 45% in science, 56% gains in reading, 78% gains in math, 44% bottom 25% in reading, 71% bottom 25% gains in

					math; 2009 - B 42% in reading, 71% in math, 90% in writing, 42% in Science, 51% gains in reading, 76% gains in math, 50% bottom 25% in reading, 68% of bottom 25% in math; 2010 – B 46% in Reading, 76% in math, 80% in writing, 42% in science, 51% gains in reading, 76% gains in math, 50% bottom 25% gains in reading, 76% bottom 25% gains in math; 2011 - A, 46% in reading, 77% in math, 87% in writing, 44% in science, 54% gains in reading, 80% gains in math, 41% bottom 25% in reading, 63% bottom 25% in math; 2012-TBD
Assis Principal	Ben Whitehouse	BA in Social Science, MEd Secondary Education, EdS Educational Leadership/ Educational Leadership, History 6-12, School Principal	9	3	2010 - B, AYP - 90%, 46% in reading, 77% in math, 87% in writing, 44% in science, 54% gains in reading, 80% gains in math, 41% bottom 25% in reading, 63% bottom 25% in math. 2011 - A, AYP - 69%, 48% in reading, 77% in math, 83% in writing, 43% in science, 55% gains in reading, 78% gains in math, 48% bottom 25% in reading, 70% bottom 25% in math; 2012-TBD
Assis Principal	Diane Leinenbach	BS in Exercise Sport Science, MEd in Educational Leadership; School Principal, Educational Leadership, Middle Grades Mathematics 5-9	1	5	2008 - C, AYP - 55% in reading, 51% in math; 2009 - A, AYP - 63% in reading, 55% in math; 2010 - A, AYP - 63% in reading, 59% in math; 2011 - C, AYP - 60% in reading, 54% in math; 2012 - B, AYP - 57% in reading, 55% in math, 77% in writing, 53% in science, 64% gains in reading, 68% gains in math, 63% bottom 25% reading, 55% bottom 25% math
Assis Principal	Danielle Beasley	BA in Criminal Justice, MEd Educational Leadership/ESE, Middle Grades Integrated Curriculum, ESOL, Educational Leadership, Reading Endorsement	2		First year as Assistant Principal

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional Coach	Ginger Cruze	BS Management B.S.- Management, MBA, Ed.S.- Educational Leadership/ Business Ed 6-12, Math 5-9, Educational Leadership, Reading Endorsed, ESOL Certified	5	8	2005-B, AYP 73%, 59% of lowest 25% in reading, 2006-C, 41% in reading, 69% in math, 79% in writing, 53% gains in reading, 72% gains in math, 52% bottom 25% in reading; 2009 – B 46% in Reading, 76% in math, 80% in writing, 42% in science, 51% gains in reading, 76% gains in math, 50% bottom 25% gains in reading, 76% bottom 25% gains in math; 2010 - A, 46% in reading, 77% in math, 87% in writing, 44% in science, 54% gains in reading, 80% gains in math, 41% bottom 25% in reading, 63% bottom 25% in math; 2011-TBD

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	Interview and Hire	Jayne Ellspermann	Ongoing	

2	New Teacher Handbook	Diane Leinenbach	As hired	
3	Assign Peer/Mentor Teacher	Jayne Ellspermann	Ongoing	
4	Professional Education Competence Program	Diane Leinenbach	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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
122	8.2%(10)	31.1%(38)	36.1%(44)	21.3%(26)	39.3%(48)	99.2%(121)	6.6%(8)	0.8%(1)	15.6%(19)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dean Marino	Mike Wade	Both teach Electronic Music.	Weekly collaboration
Dawn Laducer	Nick Connolly	Both teach Biology.	Weekly collaboration
Adam Langenmayr	Meredith Foster	Both teach World History.	Weekly collaboration
Janice David	Candace Hermann	Both teach Biology Honors.	Weekly collaboration
Robert MacMillan	Ryan Parlegreco	History Chairperson is the mentor and can provide support in social studies.	Weekly collaboration
Nicole Coast	Nadina Innocent	Both teach Upper Level Math.	Weekly collaboration
Kim Newport	Beau Yancey	Vocational Administrator is the mentor and can provide support in Engineering.	Weekly collaboration
Jim Vierthaler	Jordan Cruze	Both teach Economics.	Weekly collaboration
		Both teach	

Blake Atkinson	Chase Hearn	Anatomy and Physiology.	Weekly collaboration
Melissa Bearden	Rocky Reynolds	Both teach Algebra 2.	Weekly collaboration
Rey Anasco	Jo Baker	Both are support facilitators.	Weekly collaboration
Brenda Mullins	Chris Bennett	Both are Algebra and Geometry teachers.	Weekly collaboration
Dean Marino	Jeremy Shepard	Both teach music.	Weekly collaboration

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

N/A

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

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jayne Ellspermann, Principal, provides administrative support.
Danielle Beasley, Assistant Principal of Discipline, provides direction in MTSS/RtI for behavior related concerns.
Ben Whitehouse, Assistant Principal of Curriculum, provides direction in MTSS/RtI for curriculum related concerns.
John McGowan, Guidance Counselor, provides guidance-based assistance for students.

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

The school-based MTSS Leadership Team oversees the Problem Solving Team. Problem Solving Team consists of deans, guidance counselors, social workers, school psychologist, and behavior specialist. The Problem Solving Team meets weekly on Fridays at 10:00 am for one hour. The focus of these meetings is to identify the students in need of interventions in the areas of behavior issues, academic issues and non-attendance. The facilitator for the group, the Assistant Principal for Discipline, reports the information discussed at these meetings back to the leadership team and the administrative team which will assist with interventions.

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

The MTSS Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership to build staff support, internal capacity, and sustainability over time.

The MTSS leadership team identifies those students who are in need of assistance in the area of academics and behavior in order to meet the goals indicated in the SIP. Interventions are then put in place to assist these students with academic achievement and behavior issues.

MTSS Implementation

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

Data sources include FCAT 2.0, EOCs, CEOCEs, District Benchmark Assessments, Demand Writing Assessments, FAIR, attendance, and Office Discipline Referrals on SMS. The data management system includes Performance Matters, which provides lagging and leading indicators through our progress monitoring system, and the electronic referral database, which provides data that can be disaggregated in a number of ways.

Describe the plan to train staff on MTSS.

The principal, assistant principal for discipline and guidance counselor attended a train the trainer session on MTSS/RtI given by the school district. MTSS/RtI trainings have been and will continue to be given to the staff on early release days and district in-service days.

Describe the plan to support MTSS.

The Problem Solving Team provides ongoing support to teachers and students through intervention development and implementation, progress monitoring and data collection.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of the Principal, Assistant Principal for Curriculum, Assistant Principal for Instruction, Assistant Principal for Discipline, Testing Coordinator, Reading Coach, Deans, Activities Director, MCCA Coordinator, Guidance Department Head, representatives from each curriculum department.

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

The LLT meets weekly on Monday afternoons. At these meetings data from Focus Calendar Assessments, District Benchmark Assessments, and FCAT scores provided by the Testing Coordinator are discussed in the area of literacy. Recommendations are made in areas of weakness. Teachers in need of assistance in the area of literacy are discussed. Staff trainings are developed based on school need according to data at these meetings. Curriculum representatives meet monthly as a group and weekly with their data teams.

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

The LLT will work to ensure that all students are achieving Level 3 or higher on FCAT reading, to ensure that all students are college ready, and to ensure that we maximize the number of students taking higher level courses. The major initiative this year will be to focus on reading across the curriculum in all grades to improve overall FCAT reading scores and integration of the Common Core State Standards for literacy. This year we had 56% of 9th graders and 48% of 10th grades score proficient on the FCAT 2.0 Reading, and 82% of on-time graduates were college ready in reading.

The LLT will also work to ensure that all students score proficient on the FCAT Writing assessment, and to ensure that all students are college ready in writing by the end of their senior year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers follow the Reading Focused Calendar to ensure that reading benchmarks are integrated in all content areas. Teachers will be provided with resources, including the Staff Handbook and Weekly Reader, which provide strategies for teaching reading in the content area. We will utilize weekly data meetings to discuss progress and implementation of reading strategies and the Common Core State Standards for literacy, and the administration will utilize weekly walk-throughs to monitor the progress of implementation.

*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 vocational program incorporates the relationship between subjects and their relevance to the student's future. Students are working to pursue industry certification in each of the programs.

Health Occupations students actually take courses at our local hospital which allows them to see the application of the class work in a real work environment. Teacher Assisting students participate in the reading mentoring program where they mentor local elementary students by reading to them and providing them books throughout the year. Our Early College program allows students to take college courses on campus in preparation for their matriculation to college.

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?

Beginning in the 8th grade the guidance and administrative staff work with students on their course selection and career planning. The Curriculum Guide and school website provide students with information to guide course selection and academic and career planning. Weekly Student Improvement time sessions are planned by the guidance department to provide ongoing planning opportunities for students throughout their high school career. Course offerings are driven by student selection, and students are given an opportunity to experience a wide variety of courses from art and music to vocation and advanced courses.

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](#)

All students in 11th and 12th grade are provided the opportunity to take either the PERT, ACT or SAT by their guidance counselor and the assistant principal for curriculum. 11th grade classes are scheduled in the Career Lab to take the PERT on a regular basis. The High School Feedback Report is analyzed to determine the percentage of students who are considered college ready by achieving passing scores on the PERT, ACT or SAT. Students are provide assistance in preparing for the PERT, ACT, and SAT during Power Hour in the Career Lab. 11th and 12th grade teachers also incorporate the Focused Calendar Benchmarks into their daily lessons and tie them into the ACT and SAT.

Students in the 11th and 12th grade are also afforded the opportunity to take dual enrollment college courses on our campus. Students have the opportunity to take a range of college courses that can ultimately result in an Associate of Arts degree at the end of their senior year.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percentage of students scoring proficient in reading by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (258) of 10th grade and 56% (336) of 9th grade scored proficient.	52% of 10th grade and 60% of 9th grade will score at the proficient level

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not taking advantage of the Power Hour opportunities to provide remediation and acceleration outside of class	Teachers will assign Power Hour with Purpose passes, requiring identified students with the opportunity for remediation or enrichment.	Administration, Teachers, Non-Instructional staff	Focus Calendar Assessments, Grades, participation	State and classroom assessments, quarterly grades, CEOCE's
2	Students do not have the opportunity to read throughout the day.	Provide staff development on content area reading strategies and implementation of the Common Core in literacy.	Administrators, Reading Coach	Observation by administrators and reading coach, Focus Calendar Assessments, completion of Staff Development opportunities	FCAT, Focus Calendar Assessments, FAIR Assessments, PERT
3	Not all teachers are confident enough to teach reading in the content area.	Provide staff development and resources for teaching reading in the content area.	Administration, Reading Coach	Review data from the progress monitoring assessments, and collect data from walk-throughs.	Focus Calendar Assessments, Benchmark Assessments, FAIR testing
4	Students who struggle in reading are not provided sufficient support.	All 9th grade Level 1 and 2 students will be placed in an Intensive Reading course. All 10th grade Level 1 students and lower performing Level 2 students will be placed in an Intensive Reading course. Higher performing 10th grade Level 2 students will receive remediation in reading through content area reading strategies provided in their World History class.	Administration, Reading Coach	Observations by Reading Coach and administrators, and data from progress monitoring assessments.	Focus Calendar Assessments, Benchmark Assessments, FAIR testing

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:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
100% (4) of students tested scored proficient.	100% of students tested will score proficient.				
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	Maintain the current performance of students scoring proficient in reading on the FAA (100% proficient).				

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:	Improve the performance of 9th and 10th grade students who score a level 4 or 5 in FCAT reading at minimum 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (156) of 9th grade students and 27% (145) of 10th grade students scored above level 3.	30% of 9th and 10th grade students will score level 4 or 5 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	Many students do not self-select for challenging courses.	Identify students who should be in accelerated courses who have not requested to be in the courses. Schedule them into the courses and provide support for their success.	Administration, Guidance Counselors, Teachers	Student performance on Focus Calendar Assessments, grades, attendance, retention in accelerated courses.	State and district end of course assessments, grades, future selection of accelerated courses
2	Teachers do not have a universal way of determining student reading level.	All students will be assessed for Lexile level.	Administration, Reading Coach	Students and teachers will know and understand the significance of Lexile levels.	Pre and Post Lexile assessments
3	Students who do not self-select for challenging courses.	Identify students who should be in accelerated courses who have not requested to be in those courses, then schedule them into the challenging courses and provide support for their success.	Assistant Principal for Curriculum	Student Performance on Benchmark assessments and grades in accelerated courses.	State and district end of course assessments, grades, and FCAT scores.
4	Students do not get ample opportunities to grapple with complex texts.	Provide training on Common Core Literacy standards for all subjects.	Reading Coach	Monitoring Benchmark assessments for growth in student scores.	Benchmark Assessments and FCAT.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Increase the number of students scoring level 7 or above by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2) of the students assessed scored level 7 or above.	75% of students assessed will score level 7 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not get ample opportunities to grapple with complex texts for their ability level.	Students do not get ample opportunities to grapple with complex texts.	Instructional Coach, Common Core Lead Teachers	Monitoring classroom assessments for growth in student scores.	Alternative Assessment and Classroom 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percent of 9th and 10th grade students making Learning Gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (705) of 9th and 10th grade students made Learning Gains in reading.	72% (819) 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	Teacher's not being aware of student performance in previous year.	Provide all teachers with a report of student performance at the beginning of the year.	Administration	Performance on Focus Calendar Assessments	FCAT and end of course exams.
2	Teacher understanding of how to use Performance Matters to see previous student performance.	Provide teachers with training on Performance Matters so they can monitor their students current progress relative to past performance.	Administration, Teachers	Collaborative planning sessions where teachers review and discuss student data from Performance Matters.	FCAT and end of course exams.
3	Teachers not proficient at teaching reading in the content area.	Provide staff development during vertical and horizontal collaboration.	Reading Coach	Observation by administrators and reading coach, and Focus Calendar Assessments.	FCAT, Benchmark 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	
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reading. Reading Goal #3b:	Maintain the percent of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4) of the students made learning gains.	100% of the students 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	Maintain 100% proficiency.				

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 the percent of student in the Lowest 25% making learning gains by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (182) of 9th and 10th grade students made learning gains.	68% (193) of 9th and 10th grade students 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	Teachers do not know which students are in the bottom 25%.	Provide teachers with a list of all students and have them highlight the bottom 25%.	Administration, Teachers	Focus Calendar Assessments	FCAT and end of course exams.
2	Teachers do not know how to use Performance Matters to identify their bottom 25%.	Provide training for all teachers on Performance Matters and show them how to identify their bottom 25% so they can monitor these students progress.	Administration, Teachers	Focus Calendar Assessments	FCAT and end of course exams.
3	Providing students the opportunity to read throughout the day.	Provide staff development on content area reading strategies and implementation of the Common Core in literacy.	Administrators, Reading Coach	Observation by administrators and reading coach, Focus Calendar Assessments.	FCAT, Focus Calendar Assessments, FAIR Assessments

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 # Increase the percent of students scoring proficient in Reading by 4% each school year.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53% (603)	57% (706)	61%	65%	69%	

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:	All subgroups will improve proficiency rate by a minimum of 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36% (170) not proficient. Black: 61% (146) not proficient. Hispanic: 56% (181) not proficient. Asian: 27% (6) not proficient. American Indian: N/A	White: 68% will score proficient. Black: 43% will score proficient. Hispanic: 47% will score proficient. Asian: 59% will score proficient. American Indian:

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	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify students and monitor performance.	Administration, Teachers	Focus Calendar Assessments, District Writing Prompts	FCAT and end of course exams.
2	Students do not have the opportunity to read in every class throughout the day.	Provide staff development in content area reading strategies and implementing Common Core literacy standards.	Administration, Reading Coach	Observation by administrators and reading coach, Focus Calendar Assessments.	FCAT, Focus Calendar Assessments, FAIR 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 reading. Reading Goal #5C:	Increase the percent of English Language Learners scoring proficient by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (22) not proficient	32% of English Language Learners will score at or above FCAT Level 3 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	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify these students and monitor their progress.	Administration, Teachers	Focus Calendar Assessments, District Writing Prompts	FCAT and end of course exams.
2	Communication barrier with ESOL parents	Mentoring program, ESOL Open House, Alert Now/Connect5 in Spanish	ESOL Teacher	Attendance at ESOL Open House, responses to Spanish Alert Now messages	Observation and sign-in sheets.

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:	Increase the percent of Students with Disabilities scoring proficient by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (80) of Students with Disabilities were not proficient in reading.	39% of Students with Disabilities will score proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify these students and monitor their progress.	Administration, Teachers	Focus Calendar Assessments, District Writing Prompts	FCAT and end of course exams.
2	Providing students the necessary support in the classroom.	Provide a support facilitation inclusion schedule to provide assistance and train teachers new to the inclusion model.	Assistant Principal for Curriculum	Classroom observations, comprehension checks, timed fluency, Focus Calendar Assessments	FCAT, Focused Calendar Assessments, FAIR Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the percent of Economically Disadvantage students scoring proficient by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (401) of Economically Disadvantaged students did not score proficient in reading.	49% of Economically Disadvantaged students will score proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers on Performance Matters so they can identify these students and monitor their progress.	Administration, Teachers	Focus Calendar Assessments, District Writing Prompts	FCAT and end of course exams.
2	Economically Disadvantaged students often have poor attendance.	Problem Solving Team will monitor attendance and develop early interventions to limit absences.	Assistant Principal for Discipline.	Monitoring attendance rates and Focus Calendar Assessments.	SMS attendance reports, FCAT, Benchmark, and FAIR 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
CAR-PD Strategies	All	Principal, Reading Coach	School-wide	Friday Faculty Focus, ongoing.	Observation of strategies implemented in the classrooms.	Administration
Common Core literacy standards integrated into all classrooms.	All	Principal, Reading Coach	School-wide	Early Release days and Friday Faculty Focus	Utilize weekly data meetings to provide opportunity for feedback and data analysis.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Literacy Standards	Common Core State Standards	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Providing students practice in on-line reading.	Engaged classrooms, computer labs, laptop carts.	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading in the content area	CCSS Literacy Benchmark standards, CIS sample lessons	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Increase the percent of students scoring proficient by 6%.
2012 Current Percent of Students Proficient in listening/speaking:	

68% (21) of the students tested scored proficient in listening/speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students come in with little or no comprehension of the English language.	Schedule students into an English course for ESOL students to provide greater support in their native language.	Assistant Principal for Curriculum	Monitor the growth of the students on progress monitoring assessments.	Teacher observation, Focus Calendar Assessments, and FAIR.

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:

Increase the percent of students scoring proficient in reading by 10%.

2012 Current Percent of Students Proficient in reading:

24% (7) of the students tested scored proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students come in with little or no comprehension of the English language.	Schedule students into an English course for ESOL students to provide greater support in their native language.	Assistant Principal for Curriculum	Monitor the growth of the students on progress monitoring assessments.	Teacher observation, Focus Calendar Assessments, and FAIR.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the percent of students scoring proficient in writing by 10%.

2012 Current Percent of Students Proficient in writing:

37% (11) of the students tested scored proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students come in with little or no comprehension of the English language.	Schedule students into an English course for ESOL students to provide greater support in their native	Assistant Principal for Curriculum	Monitor the growth of the students on progress monitoring assessments.	Teacher observation, Focus Calendar Assessments, and FAIR.

CELLA Budget:

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

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:	Maintain 100 percent of students scoring proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4) of the students scored proficient in math.	100% of the students scored proficient in math.

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	Maintain the current performance of students scoring proficient in mathematics on the FAA (100% proficient).				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the percent of students scoring at or above level 7 in math by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3) of the students tested scored at or above level 7.	100% of the students tested will score at or above level 7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not interact enough with more complex math problems.	Provide teachers with knowledge on scaffolding appropriately with complex math problems through staff development.	Administration	Observations	Classroom assessments, Alternative Assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Maintain 100 percent of students making Learning Gains in math.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (4) of the students tested made Learning Gains for 2011-2012.		100% of the students tested will make Learning Gains in math.			
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	Maintain the current performance of students scoring proficient in mathematics on the FAA (100% proficient).				

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:	Increase the percent of students scoring proficient in Algebra by a minimum of 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (402) of students scored proficient in Algebra.	71% of students will score proficient in Algebra.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not taking advantage of the Power Hour opportunities to provide remediation and acceleration outside of class	Teachers will assign Power Hour with Purpose passes, requiring identified students with the opportunity for remediation or enrichment.	Administration, Teachers, Non-Instructional staff	Focus Calendar Assessments, Grades, participation	State and classroom assessments, quarterly grades, CEOCE's
2	Algebra is a difficult subject for many students.	Utilize Power Hour for additional support and remediation.	Administration	Improved results on the progress monitoring assessments.	Focus Calendar Assessments and Benchmark Assessments.
3	Not enough time in class to support students that really struggle with math.	Schedule level 1 FCAT math students into an Algebra 1A/1B block to receive increased support.	Assistant Principal for Curriculum	Improved results on the progress monitoring assessments.	Focus Calendar Assessments and Benchmark 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	
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and 5 in Algebra. Algebra Goal #2:	Increase the percent of students scoring at or above level 4 in Algebra by a minimum of 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (64) of students scored at or above level 4.	21% of students will score at or above level 4.

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	Many students do not self-select to take advanced courses.	Review 8th grade FCAT math scores to target students that would be successful in Algebra 1 Honors.	Assistant Principal for Curriculum	Review results of those students on Progress monitoring assessments.	Focus Calendar Assessments and Benchmark Assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Increase the percent of students scoring proficient in Algebra 1 by 4% each school year. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67% (402)	71% (428)	75%	79%	83%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Students scoring proficient on the Algebra I EOC will increase by a minimum of 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 29% (52) not proficient Black: 42% (45) not Proficient Hispanic: 36% (59) not proficient Asian: 21% (3) not proficient	White: 75% proficient Black: 62% proficient Hispanic: 68% proficient Asian: 83% proficient

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	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify students and monitor performance.	Administration	Focus Calendar Assessments	EOC

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

3C. English Language Learners (ELL) not making	
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satisfactory progress in Algebra. Algebra Goal #3C:	Increase the percent of ELL students scoring proficient by at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (4) of ELL students were not proficient on the Algebra EOC.	At least 70% of ELL students will score proficient on the Algebra 1 EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify students and monitor performance.	Administration.	Focus Calendar Assessments	EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Increase the percent of students with disabilities scoring proficient by at least 4% on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (33) of students with disabilities were not proficient on the Algebra EOC.	At least 49% of students with disabilities will score proficient on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify students and monitor performance.	Administration	Focus Calendar Assessments	EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the percents of economically disadvantaged students scoring proficient on the Algebra EOC by at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (153) of economically disadvantaged students were not proficient on the Algebra EOC.	At least 65% of economically disadvantaged students will score proficient on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not know who these students are in order to provide appropriate instructional strategies.	Train teachers to use Performance Matters in order to identify students and monitor performance.	Administration	Focus Calendar Assessments	EOC

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:	No data is available at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available at this time.	No data is available at this time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not taking advantage of the Power Hour opportunities to provide remediation and acceleration outside of class	Teachers will assign Power Hour with Purpose passes, requiring identified students with the opportunity for remediation or enrichment.	Administration, Teachers, Non-Instructional staff	Focus Calendar Assessments, Grades, participation	State and classroom assessments, quarterly grades, CEOCE's

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	No data is available at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available at this time.	No data is available at this time.

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	No data is available at this time.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	No data is available at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available at this time.	No data is available at this time.

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	No data is available at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available at this time.	No data is available at this time.

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:		No data is available at this time.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
No data is available at this time.		No data is available at this time.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:		No data is available at this time.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
No data is available at this time.		No data is available at this time.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Using data to drive instruction.	Algebra and Geometry	Assistant Principal for Curriculum	Algebra and Geometry	Tuesday data meetings once a month.	Monitor Focus Calendar Assessment data.	Administration

Integrating Common Core math standards	All	Principal	School-wide	Tuesday data meetings and Friday Faculty Focus	Classroom walkthroughs with feedback.	Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math Standards	Common Core State Standards	School	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker	Computer program	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Using data to drive instruction	Data notebooks	School	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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.		Maintain 100% percent of students scoring level 4 and above in science.			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (4) of the students tested scored above level 4 in science		100% of the students tested scored above level 4 in science			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain the current performance of students scoring proficient in science on the FAA (100% proficient).				

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:		Maintain 100% percent of students scoring at or above Level 7 in science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (4) of the students tested scored at or above Level 7 in science.		100% of the students tested scored at or above Level 7 in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain the current performance of students scoring proficient in reading on the FAA (100% proficient).				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		No data is available at this time.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No data is available at this time.		No data is available at this time.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not taking advantage of the Power Hour opportunities to provide remediation and acceleration outside of class	Teachers will assign Power Hour with Purpose passes, requiring identified students with the opportunity for remediation or enrichment.	Administration, Teachers, Non-Instructional staff	Focus Calendar Assessments, Grades, participation	State and classroom assessments, quarterly grades, CEOCE's
2	Teachers are not familiar with the new Science adoption and new Biology end of course exam.	Teachers will be trained in CAR-PD strategies and will map their curriculum to include the tested benchmarks.	Administrators, Teachers	Observation by administrators, Focus Calendar Assessments	Focus Calendar Assessment, District Benchmark Assessment, Biology EOC

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

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

No data is available at this time.

Biology Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

No data is available at this time.

No data is available at this time.

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using data to drive instruction.	Biology	Assistant Principal for Instruction	Biology teachers	Tuesday data meetings once a month.	Monitor Focus Calendar Assessment Data.	Administration
Integrating Common Core literacy and math standards.	Biology	Principal	Biology teachers	Tuesday data meetings once a month.	Walkthroughs with feedback	Administration

Science Budget:

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

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

End of 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:		Increase the percent of students scoring proficient in writing by 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
84% (451) of 10th grade students scored proficient in writing.		89% of 10th grade students will score proficient in writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New FCAT writing assessment has tougher requirements and expectations.	Train teachers using anchor papers and FCAT rubrics	Administration	Improved scoring on the quarterly Demand Writing assessments.	Demand Writing Assessment
2	Students do not write enough throughout the day.	Train teachers on implementing writing across the curriculum using writing to the text.	Administration	Improved scoring on the quarterly Demand Writing assessments.	Demand Writing 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 4 or higher in writing. Writing Goal #1b:		Maintain 100% percent of students scoring at or above level 4 in writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (4) of students tested scored above level 4 in writing.		100% of students tested scored above level 4 in writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Maintain the current performance of students scoring proficient in writing on the FAA (100% proficient).				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Writing for Instruction	All	Principal, Reading Coach	School-wide	Friday Faculty Focus, ongoing, and early release days.	Monitor classroom implementation using walk-throughs and monitor Demand Writing results.	Administration
FCAT Writing changes	10th	Principal	10th grade	Grade level meetings throughout the year.	Monitor classroom implementation and Demand Writing scores.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Writing for Instruction	Common Core Literacy standards	School	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writing changes	FCAT Writes anchor papers and rubrics	school	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	No data is available at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available at this time.	No data is available at this time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not taking advantage of the Power Hour opportunities to provide remediation and acceleration outside of class	Teachers will assign Power Hour with Purpose passes, requiring identified students with the opportunity for remediation or enrichment.	Administration, Teachers, Non-Instructional staff	Focus Calendar Assessments, Grades, participation	State and classroom assessments, quarterly grades, CEOCE's

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	No data is available at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available at this time.	No data is available at this time.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Train the teachers on the use of Document Based Questioning in their classes.	10-11	Ben Whitehouse	Social Studies, 10 - 11	Early Release, Horizontal Planning	Results of Document Based Questioning Assessments and common semester exam.	Beh Whitehouse
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U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Increase the daily attendance rate by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-2012 school year was 93% (1953).	The attendance rate for the 2012-2013 school year will be 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The total number of students with excessive absences was 582. That is a decrease of 12% from the previous school year.	The number of students with excessive absences will decrease by 10% to 524.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The total number of students with excessive tardies was 373.	The total number of students with excessive tardies will decrease by 10% to 336.

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	Invalid phone numbers and addresses.	Use the Alert Now/Connect 5 phone messaging system reports to determine which numbers are no longer working. Make home visits for those students approaching 10 absences.	Assistant Principal for Discipline	Monitor the attendance rate and the phone call report on Alert Now/Connect 5.	SMS attendance reports and Alert Now/Connect 5 phone reports.
2	Seniors have the highest rate of absenteeism.	Honda of Ocala Senior Attendance rewards. Senior nights at athletic events for perfect attendance	Assistant Principal for Discipline	Monitor the attendance rates for students with excessive absences from the previous school year.	SMS attendance reports
3	Students losing interest in school.	Utilize the Problem Solving Team to proactively identify students with emerging attendance problems and develop interventions to assist the student.	Assistant Principal for Discipline	Monitor the attendance rates for students with excessive absences from the previous school year.	SMS attendance reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AlertNow/Connect 5 training	All	Kevin Christian	Assistant Principal for Student Services	Pre-school district trainings	Monitor Alert Now/Connect 5 usage	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Alert Now/Connect 5 messaging system	Automated messages sent home daily for students absent or tardy to school.	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		To increase the amount of time students are spending in their classes receiving instruction by their teachers by decreasing the amount of time students spend suspended out of school or in Character Development Academy.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
West Port High School uses a Character Development Academy rather than In-School Suspension. The number of assignments to Character Development Academy for 2011-2012 was 594. This is a 4% drop from the previous year.		The expected number of assignments to Character Development Academy for the 2012-2013 school year will be 534. This is a decrease of 10% from the previous school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
There were a total of 349 students who attended Character Development Academy for the 2011-2012 school year. This a an 11% drop from the previous year.		The expected number of students assigned to Character Development Academy for the 2012-2013 school year will be 314. This is a 10% decrease from the previous year.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
There were a total of 231 Out-of-school suspensions for the 2011-2012 school year. This is a 22% increase from the 189 OSS in the previous year.		The expected number of OSS for the 2012-2013 school year will be 208. This is a 10% decrease from the previous school year.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
There were a total of 152 students suspended out of school for the 2011-2012 school year. This is a 1% increase from the previous year.		The expected number of students suspended out of school for the 2012-2013 school year will be 137. This is a 10% decrease from previous school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Creating effective intervention plans to help students develop effective behavior skills.	Weekly meeting of the Problem Solving Team to discuss at risk students.	Assistant Principal for Discipline	Observation by administrative staff	SMS discipline reports.
2	There is a lack of options for interventions with student misbehavior	Create and implement a Positive Alternative to School Suspension program on campus.	Assistant Principal for Discipline	Analyze data on out of school suspension rates.	SMS discipline reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training in the use of MTSS/RTI strategies.	All	Assistant Principal for Student Services	Guidance Counselors, Deans, Social Workers	During weekly Problem Solving Team meetings.	Monitoring discipline data and helping team create effective strategies.	Assistant Principal for Student Services

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving Team	Supplies	School	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discipline database	Electronic database	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training in MTSS/RTI strategies.	RTI handbooks	School	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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>	The number of students that enter as 9th grade students and graduate in 4 years will increase by 3%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The current drop-out rate is 0.6%.	The expected drop-out rate for 2012-2013 will be 0.3%. This is a decrease of 50%.

2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The current graduation rate for 2011-2012 was 93%.	The expected graduation rate for 2012-2013 will be 95%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students falling behind and becoming credit deficient.	The use of the Plato credit recovery program during the school year and during the summer.	Assistant Principal for Curriculum.	Monitoring the progress of the students enrolled in the Plato program and the number of credits recovered each semester.	PLATO reports and graduation rate.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/RTI training	All	Assistant Principal for Discipline	Guidance Counselors and Deans	Weekly Friday Problem Solving Team meetings.	Monitoring student attendance and grades for at-risk students.	Assistant Principal for Student Services.

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
MTSS/RTI academic and behavior interventions	Resources required for various interventions.	School	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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>		To increase the number of parents by at least 15% who attend open house, MCCA events, athletic events, booster club meetings and other activities that occur at West Port High School or are enrolled in the Parent Portal.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Approximately 50% (1050) of parents attend events at West Port High School.		The percentage of parents attending events or using the Parent Portal will increase to 65% for the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to computers	Provide opportunities for parents to access computers at the school or provide locations of free internet access..	School Administration	Monitoring the increased attendance at school based activities and the use of the Parent Portal.	Parent Surveys and Parent Portal reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train staff in the use of the classroom websites.	All	Vocational Administrator	All teachers	Pre-school in-service and early release in-service.	Monitor classroom websites.	Administration.

Parent Involvement Budget:

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

School Website	School and teacher webpages.	school	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training teachers on the use of classroom websites.	Train the teachers how to create and update their own webpage.	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of 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:			Biomedical Engineering is a new STEM program that will begin at West Port High School during the 2012-2013 school year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be aware of the new program and its benefits.	Increase awareness of the new program for students and parents.	Ben Whitehouse	Increased students enrolled in the program.	Course Requests, Class counts

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
Promoting critical thinking, creativity, innovation, and real-world problem-solving skills	STEM	Project Lead the Way	STEM teacher, Guidance Counselors	Summer 2013	Class enrollment numbers	Vocational Administrator

STEM Budget:

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

End of 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:	Increase the number of students who complete industry certification this school year by at least 4%. We currently have 34 students who completed an industry certification for the 2011-2012 school year.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not always complete the requirements for certification.	Increase awareness of requirements and opportunities for program accreditation.	Kim Newport, Vocational Administrator	Increased number of students enrolled in certification earning classes.	Number of students earning certification.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Increase participation in the arts programs 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. Increase participation in the arts programs Goal		Increase the number of students in Advanced Placement Arts classes by at least 15%.			
I ncrease participation in the arts programs Goal # 1:					
2012 Current level:		2013 Expected level:			
There were 16 total students enrolled in AP arts classes in 2012.		We expect to enroll 31 students in AP arts classes for the 2013-2014 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We do not offer a wide variety of AP arts courses.	Add an AP Art History class for the 2013 school year.	Assistant Principal for Curriculum	Course enrollment for the various AP arts courses.	SMS schedule requests.
2	The course must be approved by the College Board prior to creation.	Apply with the College Board to add Art History.	Assistant Principal for Curriculum	Approval by the College Board	College Board course approval website.

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
Improving instruction in Advanced Placement courses.	AP courses	College Board	AP Teachers	Summer 2013	Advanced Placement test results and classroom observation	Assistant Principal for Curriculum

Budget:

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

N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AP Workshop	Participants attend a workshop to improve instruction and better prepare students for the AP Exam.	Internal account	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Increase participation in the arts programs Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Literacy Standards	Common Core State Standards	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Common Core Math Standards	Common Core State Standards	School	\$0.00
Science	Common Core Literacy Standards	Common Core State Standards	School	\$0.00
Writing	Common Core Writing for Instruction	Common Core Literacy standards	School	\$0.00
U.S. History	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	Problem Solving Team	Supplies	School	\$0.00
Dropout Prevention	MTSS/RTI academic and behavior interventions	Resources required for various interventions.	School	\$0.00
Parent Involvement	N/A			\$0.00
STEM	N/A			\$0.00
CTE	N/A			\$0.00
Increase participation in the arts programs	N/A			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Providing students practice in on-line reading.	Engaged classrooms, computer labs, laptop carts.	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	SuccessMaker	Computer program	District	\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
U.S. History	N/A			\$0.00
Attendance	Alert Now/Connect 5 messaging system	Automated messages sent home daily for students absent or tardy to school.	N/A	\$0.00
Suspension	Discipline database	Electronic database	N/A	\$0.00
Dropout Prevention	N/A			\$0.00
Parent Involvement	School Website	School and teacher webpages.	school	\$0.00
STEM	N/A			\$0.00
CTE	N/A			\$0.00
Increase participation in the arts programs	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading in the content area	CCSS Literacy Benchmark standards, CIS sample lessons	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Using data to drive instruction	Data notebooks	School	\$0.00
Science	N/A			\$0.00
Writing	FCAT Writing changes	FCAT Writes anchor papers and rubrics	school	\$0.00
U.S. History	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	Training in MTSS/RTI strategies.	RTI handbooks	School	\$0.00

Dropout Prevention	N/A			\$0.00
Parent Involvement	Training teachers on the use of classroom websites.	Train the teachers how to create and update their own webpage.	N/A	\$0.00
STEM	N/A			\$0.00
CTE	N/A			\$0.00
Increase participation in the arts programs	AP Workshop	Participants attend a workshop to improve instruction and better prepare students for the AP Exam.	Internal account	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
U.S. History	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Dropout Prevention	N/A			\$0.00
Parent Involvement	N/A			\$0.00
STEM	N/A			\$0.00
CTE	N/A			\$0.00
Increase participation in the arts programs	N/A			\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/15/2012)

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
N/A	\$0.00

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

The School Advisory Council will actively participate in the creation and revision of the School Improvement Plan. In addition, they will have an integral part of the SACS accreditation process by providing feedback regarding current programs in place as well input for our vision and mission. They will make suggestions and give feedback about the programs that are currently being utilized at West Port High School. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change. The SAC is a vital part of the culture here at West Port High School. Members are encouraged to attend monthly meetings and to recruit additional members from within the community.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Marion School District WEST PORT HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	77%	83%	43%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	78%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	70% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District WEST PORT HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	77%	87%	44%	256	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	80%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	63% (YES)			104	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					504	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested