FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WILLIAM M. RAINES HIGH SCHOOL

District Name: Duval

Principal: Shateena Brown

SAC Chair: Donna Pressley

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Shateena Brown	B.S. in Varying Exceptionalities M.S. in Educational Leadership Certified in K-6 Elementary, K-12 Varying Exceptionalities, Educational Leadership, ESOL Endorsed	3	4	Ms. Brown has served at Raines HS for 3 years, as Assistant Principal, APC, and now as Principal. During this time the school grade has gone from an "F" to a "C". Ms. Brown served as an assistant principal at Ribault Middle School during the 2008-09 school year, when the school's grade went from a C to a B.
Assis Principal	Marshana Bush	B.S. History Education M.S. Educational Leadership Certified in History 6-12, Educational Leadership K-12	1	9	Ms. Bush was an A.P. at Forrest High school for the 2011-2012 where the school increased by more 100 points on the FCAT side of the grade. For the 2010-2011 school year while at North Shore K-8 the school grade increased from an "F" to a "D". For the 2009-2010 Ms. Bush was at First Coast High School were the school grade increased from a "D" to "C".
		B.S. in Criminal			Mr. Harris has served at Raines HS for 6

Assis Principal	Oscar Harris	Justice Master's Degree in Educational Leadership Certified in Educational Leadership	6	16.5	years, during which time the school grade has gone from an "F" to a "C". Prior to that, Mr. Harris served at Eugene Butler Middle School for three years as an Assistant Principal, during which time the school moved from an "F" to a "C."
Assis Principal	Lashanda Roberts	B.S. Psychology MEd.Educational Leadership Certified in Educational Leadership (K-12), School Principal (K-12), ESE (K-12) and Psychology (6-12)	1	7	Served at Sandalwood the 2009-2010 school year through 2011-2012 school year. In 2009-2010 the grade went from C to A, 2010-2011 an A to B and 2011-2012 pending a B. Graduated from Bethune Cookman College with a BS in Psychology and UNF with Masters in Educational Leadership.
Assis Principal	John Taylor	B.S. in Physical Education, Master's Degree in Teaching, Certified in Educational Leadership K-12, Mathematics 5-9 and P.E. 6-12.	2	12	Mr. Taylor returned to DCPS in 2012 serving as A.P. with Raines High School which made substantial academic improvement. He worked as Executive Director with Alternatives Unlimited, Drop Back In Academy and successfully focused on the districts Drop Out Prevention efforts for 2010-2012 school years and recovered over 100 graduates. Served as A.P. in 2009-2010 at Ribault High School which improved from "F" to "D."

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	Selena Dempsey	M.A. Curriculum and Instruction B.A. English Education English 6-12	2	2	Ms Dempsey served as the content area reading coach at Raines High School during 2010-2011, during which time the reading scores moved from 12% proficient to 20% proficient. Ms. Dempsey was an 8th grade teacher at Paxon Middle during the 2011-2010 school year. She had 32% proficient, 43% made gains, 65% of her bottom quartile made gains, and 65% of her students scored a 4 or better on FCAT writes. In 2009-2010, her students' scores were: 38% proficient, 49% made gains, and 81% scored a 3 or better on FCAT Writes. The school went from a D to a C. 2008-2009 her concentration was creative writing, and 93% of students scored a 3.5 or better on FCAT writes.
Science	Torra Talbott	M.S. in Educational Leadership B.S. Health Information Management Certifications: Biology 6-12 Chemistry 6-12 Educational Leadership (All Levels)	9	4	Mrs. Talbott served as Science Coach during 2009-2010 and 2010-2011 school years, and in this capacity she was instrumental in improving students' performance on the FCAT Science test by working with science teachers and students. The science department improved from 11% to 25% of students being proficient on the FCAT Science test during the two-year cycle of 2009-2010 and 2010-2011. During the 2011-2012 school year, 86% passed with a C or higher on the Biology EOC.
Math	Natasha Williams	• M.Ed Math Education • B.S. Psychology • ESE K-12 • Math 5-9 • Math 6-12	3	3	Ms. Williams has served as the math coach at Raines High School for 3 years. 2011-2012 Raines High School: 39% of Algebra 1 students are proficient, and 66% showed gains. 2010 - 2011 Raines High School: 54% Proficiency, which includes 12% growth from the prior year. In 2009 – 2010, Ms. Williams' First Coast High School data included: Mastery 65%, Learning Gains 69%, Lowest 25% Making Gains 58% 2008- 2009 First Coast High School: Mastery 60%, Learning Gains 66%, Lowest 25% Making Gains 59%

Reading	LaTonya Stafford	• B.A. Political Science • Certified in Elementary Education K-6 and Social Science 5-9	4	4	Ms. Stafford has served as reading coach at Raines High School for 3 years. During that time, reading proficiency has gone from 13% proficient to 20% proficient. Ms. Stafford served at Ribault Middle School for three years prior to coming to Raines. As a teacher there she maintained an average of 94% in reading gains. Over the last two years there, 100% in bottom quartile gains were achieved.
ELA/Writing	Sara Henry-Blaylock	• M.Ed. Special Education • B.S. English Education • ESE K-12 • English 6-12 • Reading Endorsement	4	4	Ms. Henry-Blaylock has served as reading coach at Raines for 3 years, 2 years in content-area reading and one with ELA/Writing. Over the first two years, reading scores remained consistent in ninth and tenth grades. During the 2010-2011 school year, writing scores rose from 71% proficient to 79% proficient. During the 2011-2012 school year, writing scores rose from 79% proficient to 88% proficient. Prior to coming to Raines, Ms. Henry-Blaylock served as the Reading Pull-Out Teacher (bottom 25%) at Mandarin HS, during which time, the school grade went from a B to an A.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Principal will work with Teach for America Office and Candidates for recruitment.	Principal	June 2012	
2	2. Interviewed teachers with high percentages from various county schools who expressed interest in transferring to Raines	Principal, Assistant Principals	June 2012	
3	3. Worked with DCPS staffing office to recruit/retain new and returning teachers for openings as they become available	Principal	July 2012	
4	4. Early return professional development for district-wide programs and initiatives.	Principal, Cluster Chief and his staff.	August 2012	
5	5. Professional Development on-site in AVID strategies, SRE, RTI interventions, FCIM, FAIR data analysis and differentiation.	Instructional Coaches	August 2012	
6	6. Weekly focused observations with specific feedback on instructional practices	Assistant Principals; Principal; Instructional Coaches.	June 2013	
7	7. Weekly PLC Meetings for data analysis and instructional next steps	Instructional Coaches; Assistant Principals; Teachers	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
7 % (4)	Teachers are encouraged by their coaches and admin to take their subject area exam, and resources are facilitated for them to study for their exams. New teachers, whose certification is pending, are enrolled in the MINT, the DCPS guidance program for new teachers.

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
58	10.3%(6)	36.2%(21)	25.9%(15)	27.6%(16)	25.9%(15)	93.1%(54)	15.5%(9)	1.7%(1)	8.6%(5)

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
Sara Henry-Blaylock	Tiffany Watson	Henry-Blaylock is Reading Endorsed.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Virginia Young	Luke Beasley	Teach the same subject and share common planning time	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Dionne Jackson	Antrameca Mathis	Work Together for After School Extracurricular activities.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring , MINT Calendar and Activities, PLC+
Felisha Skipper	Michael Bombaro	Teach the same subject and share common planning time	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Torra Talbott	Mary Meg Adams	Talbott is the Coach for Adams' Subject Area.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Torra Talbott	Flemens Casimir	Talbott is coach for Casimir's subject area.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Donna Cobb	Latricia Baker	Cobb is an experienced, CET trained teacher	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Lashanda Roberts	Ronique Grooms	Roberts is an administrator with math experience.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Karen Roziers	Lee Osborn	Same Department, Rozeirs was a chorus teacher for many years.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Michelle Wadsworth	Musa Farmand	Same department, same common planning.	OTE119, Weekly meetings with mentor, NT IPDP,CET Mentoring, MINT Calendar and Activities, PLC+
Tiffany Poole	Shonnika Henry	Same department, same common planning	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Khristi Keefe	M. Jackson	Same department, Keefe has a doctorate in counseling services.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+

Michelle Wadsworth	Joseph Garcia	Same department, same knowledge base for subject area.	OTE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
Orlando Spencer	Donna Cobb	Cobb has many years of experience with Raines High School.	TE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+
James Murphy	Donna Cobb	Cobb has many years of experience with Raines High School.	TE119, Weekly meetings with mentor, NT IPDP, CET Mentoring, MINT Calendar and Activities, PLC+

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

William M. Raines High School uses federal, state, and local services to create a Parent Resource Center on site, with a focus on parent training in curriculum, use of computer systems such as OnCourse, continuing education opportunities, as well as volunteer opportunities. The guidance department coordinates parent meetings, collaboration with parents/guardians in creation of IEPs, and methods to inform parents on their rights and assistance in tracking student progress. Parent Link is used to contact parents with important information, and mailers are sent by our Title I liaison for each parent-teacher/guidance/administration function on our campus. After school programs are offered 2-3 days per week through federal and state funding, and Saturday School is offered 5-6 times per semester, using federal, state, and local funds. Gear Up programs offer support to our senior class, specifically, in tutoring, college tours, and application support. Career and Technical education needs are addressed through our STEM program , which offers job certifications as part of the curriculum. In-class links to real-world application also occur across the curriculum to support career education ideals in our benchmarks. We have a full time truancy officer and refer students to Full Service Schools, when necessary. Communities in Schools also offer services to students via teacher and administrator recommendation.

Title I, Part C- Migrant

Not Applicable.

Title I, Part D

Not Applicable.

Title II

DCPS receives supplemental funds for improving basic education programs with which to purchase technological and hands-on equipment for all programs. Technology in classrooms, access to computer labs, use of projectors and ELMOs will enhance student instruction throughout the campus.

Title III

Not Applicable.

Title X- Homeless

William M. Raines High School partners with the DCPS Homeless Education Program to ensure equality of educational access for all students. Truancy officer and guidance department refer students in need to Full Service School Program housed at Jean Ribault High School.

Supplemental Academic Instruction (SAI)

SAI is integrated through differentiated accountability according to the Florida Continuous Improvement Model (FCIM). Additional support is implemented through response to intervention (RTI), Accelerated Learning Center (ALC), Saturday School, and grade recovery.

Violence Prevention Programs

This service is coordinated through a partnership with DCPS and the Full-Service School Program located at the Ribault Family Resource Center. Additional support is implemented via the School Resource Officer provided by the Jacksonville Sheriff's Office and DCPS Social Workers. Guidance counselors, school nurse, and teachers can recommend students to receive additional services and supports.

Nutrition Programs

This service is coordinated and integrated by the Duval County Health Department, a full time school nurse, School Social Worker and the Full-Service Schools Program. Families are encouraged to apply for free or reduced lunch programs through DCPS. Raines High School is a Breakfast in the Classroom Site, based on our Free/Reduced Lunch population statistics.

Housing Programs

Services are coordinated through the Full-Service Schools Program and the School Social Workers.

Head Start

As needed, services for teen parents are provided through the DCPS Teen Parent Program.

Adult Education

Services for Adult Education are integrated and coordinated into the Graduate Initiative Program (GI) based at Raines High School for students who are seeking their GED. Additionally, students may be referred to Florida State College to coordinate Adult Education Studies.

Career and Technical Education

Raines High School offers a variety of career and technical opportunities for students including the Information Technology (IT) Academy, STEM programs, Performing Fine Arts Programs, ASVAB testing, FACTS.org and the Choices program.

Job Training

Raines High School offers a variety of career and technical opportunities for students including the Information Technology (IT) Academy which allows students to receive specific certification in several job related fields. Also, the STEM Academy and Performing Fine Arts Academy offer other opportunities for student training prior to graduation.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principals,Academic/Instructional Coaches, Guidance counselors,technology specialist, classroom teachers, truancy officer.
Marshana Bush, Malcolm Thomas, Chanel Ray, Tiffany Poole, Dionne Jackson, Luke Beasley, Andrew McKay, Jean St. Fleur, Natasha Williams, Tora Talbott, LaTanywa Stafford, Sara Henry, Selena Dempsey,

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

The team meets every other Friday from 2:15-3:05. The team will review progress-monitoring data and identify students who are meeting and not meeting established benchmarks (academic and behavioral). Based on the data, the team will identify professional development and resources that are needed at each level. The team will collaborate regularly to solve problems, share effective practices, evaluate implementation, and practice new processes and skills.
Principal/Assistant Principals: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Academic/Instructional Coaches (reading/math/science/instructional):
Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Provides technological know-how and troubleshooting services to staff at large.
Classroom Teachers: Participate in professional development, gather data and share data points with students through conferencing, refer students to guidance who are in need of additional services, provide differentiated instruction based on data and classroom observations.

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

The school based RtI leadership team was primarily responsible for the development of the school improvement plan. Each member assisted with the development of content area and parental involvement goals. The team participates in the monitoring of the plan, as well. It helps set clear instructional expectations, facilitates the development of a systemic approach to teaching, and aligns processes and procedures with what is most needed by our students.

MTSS Implementation

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

Baseline data mathematics/science: county benchmark testing
Baseline data reading: county benchmark testing, Florida Assessment for Instruction Reading (FAIR) tracked through PMRN
Progress monitoring mathematics/science: county benchmark testing, progress monitoring mini-assessments
Progress monitoring reading: FAIR, progress monitoring mini-assessments, monthly common assessments
End of year: FAIR, FCAT, benchmark testing in mathematics and science
Behavioral and Attendance: Attendance Records, Teacher Reporting System for Behavior, Teacher Referral for RtI and Behavioral Intervention for students not meeting the standards of the DCPS student code of conduct.
Frequency: Data from formative assessments will be collected and analyzed by the academic coaches. Teachers will meet weekly in PLC's to determine next steps and interventions based on the data.

Describe the plan to train staff on MTSS.

Primary training will occur during Early Release Wednesdays, both as implemented by cluster chief and school-based administration. As the RtI/MTSS facilitators receive training, they will train the faculty. Full training and implementation of all new staff, and updates to returning staff, will be completed by June 2013.

Throughout the year, behavioral interventions for classroom use will be provided during full staff meetings to meet in-class RtI/MTSS.

Describe the plan to support MTSS.

Support will be provided and organized by the Assistant Principals via the RtI/MTSS meetings on an as-needed basis. Our Administrators have all been highly trained in RtI methods, as have many of our teachers. Additional support will come from volunteer groups, paraprofessionals (if approved by budget), academic coaches, and the EE/SS teaching staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

LaTanya Stafford, Sara Henry-Blaylock, Virginia Young, Leena Hall, Torra Talbott, Shonnika Henry, Natasha Williams, Andrew McKay, Antrameca Mathis, Reina Kimbrough, Jennifer Meyer, Jacqueline Ford

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

Literacy Team meets monthly to brainstorm ways to infuse literacy strategies in every classroom as well as assess how previous strategies have worked for our population. The Literacy team also utilizes full staff meeting times and school-wide technological communication to introduce and clarify reading strategies to be used school-wide. The Literacy Team organizes literacy week, and ensures that teachers know about the Superintendent's Reading Strategies, via email blasts.

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

School-wide reading strategies, Reading across the curriculum; Reader Response Activities; 25-book challenge; increasing the use of classroom libraries through teacher book talks; Informational reading via the internet, book blogs and wikis.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Returning Science and Social Studies teachers have all been trained in Reading Competencies 1 and 2, and are registering for NGCAR-PD. Some math teachers have participated in the state-led NGCAR-PD training, as well. Jennifer Meyer, Media Specialist, is waiting for district approval to be a CAR-PD trainer so the course can be offered on the campus, which will increase the number of people completing this course. School wide Reading Strategies will be implemented, and every content area classroom (with the exception of math) will implement a literacy-based FCIM lesson, based on student need as determined by data.

*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?

Applied and integrated courses such as AVID, Academic Literacy, Business Courses, and a number of electives courses help students understand that planning for their future begins the second they become ninth graders at William M. Raines High School. These courses emphasize the need for and use of real-world applications, as well as a component of these applications within the courses.

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?

Students choose a major and then select electives and courses designed to enhance their study within that major. We also have the technology academy which helps prepare students for real-world career experiences such as owning their own business via the entrepreneurship class. Raines offers an on-campus dual enrollment course through Florida State College – Jacksonville (FSCJ), SLS1005, as well as courses on the FSCJ campus for select students.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

In addition to general education coursework, programs such as Ichibon Time (after school tutoring), Saturday School, and 2nd

period enrichment are designed times for test taking skills to prepare students for postsecondary readiness, such as ACT, SAT, and CPT/PERT. Students also have access to online resources through Gear Up and www.FACTS.org.

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 to 40% (214) of 9th and 10th grade students to a level 3 (proficiency category)
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(59)9th & 10th graders	40% (214) 9th & 10th graders

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge. Northwestern: 2007:D; 2008: D; 2009: D; 2010 D; 2011: D	1.1. variety of non-fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a “common knowledge” base.	1.1. Principal; APs by subject area; Academic coaches	1.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher) and FCAT, teacher-and academic coach-created mini assessments.	1A.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher) and FCAT, teacher-and academic coach-created mini assessments.
2	1.2. Low vocabulary skills as measured by the F.A.I.R. word analysis assessment	1.2.Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction	1.2. APs and Academic Coaches; Teacher self-reporting	1.2. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	1.2. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT, teacher-created vocabulary assessments in content-area classes.
3	1.3 Lack of consistent content- specific lessons that incorporate higher-order questioning and discourse	1.3 Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	1.3 Principal; APs by subject area; Academic coaches	1.3 F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	1.3 F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT, content-area use of Webb's DOK for Unit 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase to 15% (80) of 9th and 10th grade students into the 4 or 5 proficiency category
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (18)9th & 10th graders.	15% (83)9th & 10th graders

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge. Northwestern: 2007:D; 2008: D; 2009: D; 2010 D; 2011: D Butler: 2007: F; 2008: D; 2009: C; 2010: D; 2011: D Paxon: 2007: D; 2008: D; 2009: D; 2010: C 2011: D	2.1. variety of non-fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a “common knowledge” base.	2.1. Principal; APs by subject area; Academic coaches	2.1. Reading Comprehension assessment of the F.A.I.R. test; teacher observation	2.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher)and FCAT scores will show mastery of benchmarks, for which students need prior knowledge.
2	2.2 Small population of incoming grade 9 and rising grade 10 students at levels 4 and above.	2.2. FCIM calendars and assessments across the curriculum to address areas of greatest need.	2.2. Classroom teachers, Assistant principals, Academic coaches.	2.2 Built-in mini-assessments based on FCAT 2.0 Assessment (from Florida Achieves and other state-approved FCAT Prep). Preparation materials.	2.2. Mini-assessments taken from Florida Achieves and other state-approved FCAT F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT will show mastery of benchmarks and an increase in vocabulary acquisition.
	2.3 Low grade-level	2.3 Provide students with	2.3 Classroom	2.3 F.A.I.R. assessment,	2.3 In-Class

3	vocabulary skills as measured by the F.A.I.R. word analysis assessment	explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction across the curriculum.	teachers, Assistant principals and Academic coaches.	lesson plans, lesson study outcomes, PLC Plus Discussions, and in-class assessments	Assessments, F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT will show mastery of benchmarks and an increase in vocabulary acquisition.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	(339) of grade 9 and 10 students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (128)9th & 10th graders	60% (339) 9th & 10th graders

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	3.1Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge. Northwestern: 2007:D; 2008: D; 2009: D; 2010	3.1variety of non-fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a “common knowledge”	3.1. Principal; APs by subject area; Academic coaches	3.1. Reading Comprehension assessment of the F.A.I.R. test; teacher observation	3.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT

	D; 2011: D Butler: 2007: F; 2008: D; 2009: C; 2010:; D 2011: D Paxon: 2007: D; 2008: D; 2009: D; 2010: C; 2011: D	base.			
2	3.2. Low vocabulary skills as measured by the F.A.I.R. word analysis assessment	3.2. Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction	3.2. APs and Academic Coaches; Teacher self-reporting	3.2. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	3.2. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT
3	3.3 Lack of consistent content- specific lessons that incorporate higher-order questioning and discourse	3.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	3.3. Principal; APs by subject area; Academic coaches	3.3. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	3.3. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase number of lowest 25% 9th and 10th grade students making learning gains to 70% (100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (37) 9th & 10th graders	70% (100) 9th & 10th graders

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
	4.1. Students lack	4.1. variety of non-	4.1. Principal; APs	4.1. Reading	4.1. F.A.I.R. (60%

1	sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge. Northwestern: 2007:D; 2008: D; 2009: D; 2010 D; 2011: D Butler: 2007: F; 2008: D; 2009: C; 2010: D; 2011: D Paxon: 2007: D; 2008: D; 2009: D; 2010: C; 2011: D	fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a "common knowledge" base.	by subject area; Academic coaches	Comprehension assessment of the F.A.I.R. test; teacher observation	or higher), district benchmarks (70% or higher), lesson plans and FCAT
2	4.2. Low vocabulary skills as measured by the F.A.I.R. word analysis assessment	4.2. Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction	4.2. APs and Academic Coaches	4.2. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	4.2. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT
3	4.3. Lack of content-specific lessons that incorporate higher-order questioning and discourse	4.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	4.3. Principal; APs by subject area; Academic coaches	4.3. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	4.3. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT

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 # 5A : N/A					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Increase 40% (226) of 9th and 10th grade students to a level 3 (proficiency category)
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (93) for 9th and 10th graders	40% (226) 9th & 10th graders

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
	5A.1.Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time	5.1 Utilization of FAIR assessment data so that the results are immediate and can be used to determine instructional strategies for the	5.1. Principal; APs by subject area; Academic coaches; Teacher self-reporting	5.1. FAIR assessment, lesson plans/lesson study and in-class assessment.	5.1 FAIR (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT.

1	indicates a need to build background knowledge. Northwestern: 2007:D; 2008: D; 2009: D; 2010 D; 2011: D Butler: 2007: F; 2008: D; 2009: C; 2010: D; 2011: D Paxon: 2007: D; 2008: D; 2009: D; 2010: C; 2011: D	students in as well as opportunities for professional development in the areas of student engagement, rigor, and complexity is needed to maintain teacher awareness and student achievement.			
2	5B.2. Cultural barriers can be exhibited when covering diverse topics.	5B.2. Reading Interventionist will directily target students in need of extra support in reading to provide small group assistance while exposing students to an array of non fiction materials from various avenues.	5B.2. APs and Academic coaches, Reading Interventionist and Teacher self-reporting.	5B.2. FAIR assessment, lesson plans/ lesson study and in-class assessments.	5B.2. FAIR (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT
3	5A.3. Lack of consistent content- specific lessons that incorporate higher-order questioning and discourse	5A.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	5A.3. Principal; APs by subject area; Academic coaches	5A.3. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	5A.3.F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	na
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase number of 9th and 10th grade SWD students making learning gains to 50% (80)
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (23) 9th & 10th graders	50% (80) 9th & 10th graders

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	5D.1. Repeated failure on reading assessments throughout middle and high school can discourage students from putting forth best effort.	5D.1. Use personal relationship building, mentoring, and small group nurture groups to accommodate and encourage students.	5D.1. EE/SS Teachers, Academic Coaches.	5D.1. Mini Assessment data, student data chats.	5D.1. Mini-Assessments based on focus calendar, Data Chat form
2	5D.2. Due to inclusion, the General Education teacher's lack of knowledge on the specific needs of the student and professional development needed to incorporate appropriate strategies for these students in a heterogeneous class.	5D.2. Use PLCs involving vertical and horizontal planning and development geared toward differentiated instruction and student engagement strategies so that teachers are equipped to handle the influx and mixture of SWD in the classroom.	5D.2. EE/SS teachers, General Education Teachers, Academic Coaches, Administration.	5D.2. EE/SS measurements, classroom grades, teacher feedback, student performance on mini-assessments, FAIR assessments.	5D.2. Mini-Assessments based on focus calendar, Data Chat form, EE/SS teacher notes, FAIR
3	5D.3. Time allotted to reading instruction may need to increase for SWD.	5D.3. Use enrichment hour to target students in this category, and use the time to do intensive reading instruction, in addition to other classes.	5D.3. Classroom Teacher, Academic Coaches, Administration.	5D.3. Mini Assessments.	5D.3.Mini-Assessments based on focus calendar, Data Chat form

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 number of Economically Disadvantaged 9th and 10th grade students making AYP to 20% (86).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (43) 9th & 10th graders	20% (86) 9th & 10th graders

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	5E1. Currently there are 82% of our students on free and reduced lunch, indicating our socio-economically challenged demographic base. Educationally, ED students may not have experienced the level of expectation in previous educational settings needed to provide the knowledge base for success in high school	5E1. Creating a safe learning environment, including -cohorting students with similar abilities as well as establishing grade level SLC style environment, creating a wrap-around effect for students. Students are then monitored through team teaching, some are recipients of additional programs such as Raines Nation, CIS, and Full Service Schools.	5E1. Coaches, Guidance, APs	FAIR data, Benchmark data	5E1. FAIR data, Benchmark Data
	5E2. Low motivation for students due to lack of	5E2. Create opportunities for parental and	5E.2. APs and Academic Coaches,	5E.2. Attendance, FAIR data.	5E2. Attendance, FAIR data

2	support from home.	community such as open house, parent night, a Parent Center on campus.	Volunteers via Raines Nation and CIS		
3	5E.3. Students in foster care or other non-traditional family or living situations may have an effect on student motivation and absenteeism.	5E.3. Use Truancy Officer, CIS, APs, and student data chats to keep closer track of students' lives outside of school.	5E.3. Truancy Officer, Referral Program by teachers to CIS.	5E.3. Attendance numbers, enrollment numbers.	5E.3. Genesis 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
Close Reading Tasks	9-12	School-based Academic Coaches, State-level Coaches	ELA/Reading/SS/ Science departments	Early Release (September-November)	Academic Coaches Monitoring Lesson Plans, Teacher monitoring of student data, AP monitoring of classroom activities.	Teachers, Academic Coaches, APs
Rigor across classroom tasks	9-12	School-based Academic Coaches, State-level Coaches	ELA/Reading/SS/ Science departments	Early Release/ Common Planning (Monthly throughout year)	Academic Coaches Monitoring Lesson Plans, Teacher monitoring of student data, AP monitoring of classroom activities.	Teachers, Academic Coaches, APs
Higher-Order Questioning Techniques	9-12	School-based Academic Coaches, State-level Coaches	ELA/Reading/SS/ Science departments	Early Release/ Common Planning (Monthly throughout year)	Academic Coaches Monitoring Lesson Plans, Teacher monitoring of student data, AP monitoring of classroom activities.	Teachers, Academic Coaches, APs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Mimio classroom technology	Mimio board transformer, clickers	DCPS	$3,000.00
			Subtotal: $3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Full-Day Teacher Planning	Substitutes for classroom teachers	DCPS $10-12 @ 7 hours per person, per day	$1,260.00
			Subtotal: $1,260.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,260.00

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:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	

Problem-Solving Process to Increase Student Achievement

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

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:	N/A
2012 Current Percent of Students Proficient in reading:	
N/A	

Problem-Solving Process to Increase Student Achievement

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A

2012 Current Percent of Students Proficient in writing:
N/A

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

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	50% (54) of Black students will make satisfactory progress in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (60) of Black students made satisfactory progress in Algebra I.	50% (54) of Black students will make satisfactory progress in Algebra I.

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 struggle with the process behind the example problems.	3B.1. Students will be required to justify their answers Applying SRE	3B.1. Administration, Math Coach and Math Teachers	3B.1. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3B.1. Students showing written documentation using SRE on assessments, class work, and benchmarks.
2	3B.2. Increase rigor	3B.2. Teachers will create equivalent experiences via performance tasks and assessments pulled from Algebra I EOC item specs, Florida Achieves,	3B.2. Teachers will incorporate check points to measure mastery of the goal, Administration and Math Coach	3B.2. Mini assessments via computer & paper pencil ,district benchmarks, District LSA	3B.2. .Mini assessments via computer & paper pencil ,district benchmarks, District LSA

		FCAT Explorer (Algebra I), Dana Center Performance Tasks			
3	3B.3. The large number of Level 1's and 2's	3B.3. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3B.3. Administration, Math Coach, and Math Teachers	3B.3. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3B.3.Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. The large number of Level 1's and 2's	3D.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and	3D.1. Administration, Math Coach, and Math Teachers	3D.1.. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3D.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress

		create identified interventions and remediation.			on tested benchmarks.
2	3D.2. Inability of students to link vocabulary to concepts	3D.2. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems	3D.2. Administration and Math Coach	3D.2. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments	3D.2. The Mini assessments, class work and benchmarks
3	3D.3. Test Anxiety	3D.3. The Utilize test taking strategies in class assignments and assessments	3D.3. Administration, Math Coach and Math Teachers	3D.3. The utilization of the Desensi assessment checklist to monitor students test taking strategies during assessments	3D.3. The Desensi assessment form documents student behaviors during assessments

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. The large number of Level 1's and 2's	3E.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3E.1. Administration, Math Coach, and Math Teachers	3E.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3E.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.
2	3E.2. Students ability to think and write critically in math	3E.2. Students will be required to justify their answers Applying SRE	3E.2. Administration, Math Coach and Math Teachers	3E.2. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3E.2. Students showing written documentation using SRE on assessments, class work, and benchmarks.
3	3E.3. Inability of students to link vocabulary to concepts	3E.3. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems	3E.3. Administration and Math Coach	3E.3. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments	3E.3. The Mini assessments, class work and benchmarks

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	50% (54)
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (60)	50% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of Rigor in daily instruction.	1.1. Teachers will create equivalent experiences via performance tasks and assessments pulled from Algebra I EOC item specs, Florida Achieves, FCAT Explorer (Algebra I), Dana Center Performance Tasks to increase rigor.	1.1. Administration and Math Coach	1.1. Teachers will incorporate check points to measure mastery of the goal	1.1. Mini assessments via computer & paper pencil, district benchmarks, District LSA
2	1.2. The large number of Level 1's and 2's	1.2. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	1.2. Administration, Math Coach, and Math Teachers	1.2. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	1.2. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.
3	1.3. Students ability to think and write critically in math	1.3. Students will be required to justify their answers Applying SRE	1.3. Administration, Math Coach and Math Teachers	1.3. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	1.3. Students showing written documentation using SRE on assessments, class work, and benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	15% (17) students will score at or above level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	15% (17) students will score at or above level 4.

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	2.1. Students ability to be independent thinkers	2.1. Students will be required to read ahead regarding the upcoming chapter and take notes utilizing the Cornell Note format and answer specific questions utilizing SRE	2.1. Administration, Math Coach and Math Teachers	2.1. Students ability to create and solve high order thinking questions	2.1. Teacher administer an assessment regarding the concepts
2	2.2. Teachers comfort level with Common Core (mathematical practices)	2.2. Teachers and Math Coach will create lessons that incorporate the Common Core 8 mathematical practices	2.2. Administration and Math Coach	2.2. Administration will monitor lesson plans and teaching process	2.2. Administration will observe teacher lessons

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:	50% (54) OF GEOMETRY STUDENTS WILL SCORE AT ACHIEVEMENTS LEVEL 3 IN GEOMETRY.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (54) OF GEOMETRY STUDENTS WILL SCORE AT ACHIEVEMENTS LEVEL 3 IN GEOMETRY.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of rigor	1.1. Teachers will create equivalent experiences via performance tasks and assessments pulled from Geometry EOC item specs, Florida Achieves, FCAT Explorer (Geometry), Dana Center Performance Tasks	1.1. Administration and Math Coach	1.1. Teachers will incorporate check points to measure mastery of the goal	1.1. Mini assessments via computer & paper pencil, district benchmarks, District LSA
2	1.2. Students ability to think and write critically in math	1.2. Students will be required to justify their answers Applying SRE	1.2. Administration, Math Coach and Math	Teachers 1.2. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	1.2. Students showing written documentation using SRE on assessments, class work, and benchmarks.
3	1.3. Teachers ability to implement the CRA (concrete, representational and abstract) model into their lessons	1.3. Teachers will create lessons that incorporate students utilizing manipulatives, drawing representations and showing multiple ways to solve problems	1.3. Administration and Math Coach	1.3. Classroom Observation, Teacher Lesson Plans, Student Mastery on Mini-Assessments	1.3. Mini assessments via computer & paper pencil, district benchmarks, District LSA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	15% (17) students will score at or above level 4 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	15% (17) students will score at or above level 4 in Geometry.

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
SRE Statement/ Reason/ Evidence	Mathematics 9-12	Math Coach	Mathematics	Mathematics PLC On Going	Math Coach will plan lessons with teachers including SRE and the Math Administrator will conduct classroom observations	John Taylor
Math Work Shop Model	Mathematics 9-12	Math Coach	Mathematics PLC	Mathematics PLC, On Going	On Going Lesson Planning	Principal, Math Administrator, Math
Coach Building Student Work Attend/Acquire, Translating Work, Meaningful Work, Equivalent Experience	Mathematics 9-12	Math Coach	Mathematics Teachers	PLC On Going	Lesson Planning with Math Coach and Classroom Observations	Principal, Math Administrator, Math Coach
CRE Model Concrete, Representational,Ab	Mathematics 9-12	Math Coach	Mathematics Teachers	PLC and SIG Saturdays	On Going Lesson Planning with Math Coach and Classroom Observations	Principal, Math Administrator, Math Coach
Unpacking Benchmarks	Mathematics 9-12	Math Coach	Mathematics 9-12	Mathematics PLC On Going	Lesson Planning	Principal, Math Administrator, Math Coach
Agile Mind	Mathematics 9-12	Math Coach Agile Mind Representative	Mathematics Teachers	PLC On Going	Lesson Planning with Math Coach and Classroom Observations	Principal, Math Administrator, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive Lessons with Students	Document Cameras	District	$5,000.00
Mimio Hands- On.	Mimio Technology Program	District	$8,000.00
			Subtotal: $13,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All Day Planning	Lesson Planning	William M. Raines High School	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $18,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	N/A

Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	To utilize reading strategies, vocabulary acquisition, real-world applications, in order to establish mastery on the Biology EOC while working towards reading and writing proficiencies on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(45) achieved 3 or higher on the FCAT Science examination.	33% (97) or higher showing mastery on the EOC exam in Biology.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reading Comprehension of 9th and 10th grade students scoring level 1 on the “2011-2012” FCAT Reading 2.0.	1.1. Incorporate reading common core standards, reading strategies (QAR, Annotating the Text, Making Connections, etc), and WICOR into the Biology content for all Biology students. Utilize the FCIM & Building Student Work models, Vocabulary Acquisition, and FAIR data. The science coach and biology teachers will analyze data and discuss data from mini-assessments, 2WAS, LSAs, and interim benchmarks.	1.1. Principal, Assistant Principal, and Science Coach	1.1. Effective monitoring by the administrator during instructional process, research, and the Instructional Focus lesson.	1.1. Demonstrated mastery of content during internal and external assessments.
	1.2. Fidelity of using data to drive the	1.2. Teachers will have ongoing Professional	1.2. Principal, Assistant	1.2. Effective monitoring of: lesson	1.2. Demonstrated

2	instructional process.	Development on the following: Using data to drive the instructional process and Differentiated Instruction. Teachers will use SRE (statement, reason, and evidence) with the instructional focus lesson. Teachers will conference with students regarding data using the "Student Profile" sheet and have data chats with colleagues during PLC. All students will be required to revise work to 85%.	Principal, and Science Coach	plans (reflection of how data is being used and Differentiated Instruction) and documentation from data chats.	mastery of content as measured by internal and external assessments.
3	1.3. Novice teachers needing coaching in the following: developing effective 5Es lesson plans, Cognitive Complexity, Higher Order Questioning, and Common Assessments.	1.3. The science coach will facilitate and participate in common planning with Biology teachers and provide ongoing support to Biology teachers on the following: creating effective lessons using the 5Es instructional delivery model; Utilizing Webb's Depth of Knowledge and Test Item Specifications to design assessments, activities, and questions, which are aligned with the cognitive complexity of the benchmarks listed in the Biology EOC-test item specifications.	1.3. Principal, Assistant Principal, and Science Coach	1.3. Effective monitoring of lesson plans, classroom visits, and data from 2WAs, LSA, mini-assessments, and interim benchmarks.	1.3. Demonstrated mastery of content as measured by internal and external assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. Students failing to become independent thinkers.	2.1. Teachers will be provided professional development on Gradual Release and Building Student Work. During enrichment activities, students will	2.1. Principal, Assistant Principal, and Science Coach	2.1. Effective monitoring of lesson plans, classroom visits, and data from 2WAs, LSA, mini-assessments, and interim benchmarks.	2.1. Demonstrated mastery of content as measured by internal and external

1		be required to work independently on critical thinking and problem solving activities. All Biology students will be required to complete a science fair project.			assessments
2	2.2. Teachers failing to communicate to students how benchmarks are tested and failing to clear up misconceptions.	2.2. Teachers will be required during common planning to discuss misconceptions that students may have regarding content. Also, teachers will use test item specifications to unpack benchmarks and create effective lessons.	2.2. Principal, Assistant Principal, and Science Coach	2.2. Effective monitoring of lesson plans, classroom visits, and data from 2WAs, LSA, mini-assessments, and interim benchmarks.	2.2. Demonstrated mastery of content as measured by internal and external assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Discuss student data from Lesson Study Principal, Assistant Principal, and Science Coach
AVID and WICOR	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	
Effective Implementation of the Instructional Focus Lesson, Using SRE	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach
5Es Lesson Development with Gradual release, Higher Order Questioning and Cognitive Complexity.	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach
Inquiry-Based Lessons in Science with Embedded Reading and Writing Strategies in Science	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Implementation in the classroom Documentation from Agendas and Lesson Plans	Principal, Assistant Principal, and Science Coach

Data Analysis and Assessment for Learning with Implementation of the "Test Readiness Document"	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach
Inquiry-Based Lessons in Science with Embedded Reading and Writing Strategies in Science	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Teachers will document components from "Building Student Work" in their lesson plans Implementation in the classroom Documentation from Agendas and Lesson Plans	Principal, Assistant Principal, and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry (Real-life applications)	Supplies to support effective exploratory investigations	DCPS	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Delivery (Real-life applications)	LCD Projects, DOC-Cameras, Mimios, and Clickers	DCPS	$15,000.00
			Subtotal: $15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All Day Planning-Biology Teachers	Substitute Teachers	DCPS	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $18,000.00

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:	85% (247) of students tested will score at level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (171) of students scored at level 3 or higher.scored	85% (247) of students tested will score at level 4 or

at level 4 or higher.	higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Updates to the FCAT Writes 2.0 in scoring, and instructional implications (specifically in conventions and elaboration), due to students not having matching instruction in years prior to last year.	1A.1. Continued focus on conventions via ELA classes, writing across the curriculum to support student elaboration in writing, using SRE format.	1A.1. Academic Coach, Assistant Principal, Classroom Teachers for Grade 10 ELA.	1A.1. District Timed Writes Assessments, PLC Common Scoring Times, Common Planning based on student need in writing in ELA.	1A.1.FCAT Writes 2.0 Rubric, Calibrated Scoring by highly trained ELA Teachers (training via Academic Coach and State Reading Coordinator), 4D Writing Feedback Tool.
2	1A.2. Lack of background knowledge and/or ability to draw upon personal experience to elaborate on topics in sufficient detail. activities.	1A.2. Increase student reading of nonfiction materials with a writer's focus in ELA classes, Cross-Curricular Writing Plan, Use of Prewriting and Brainstorming	1A.2. Common Planning with Academic Coach, Administrator, and ELA Grade 10 Teachers.	1A.2. District Timed Writes, 4D Writing Assessment Tool, Common Scoring using FCAT 2.0 Writing Rubric.	1A.2. FCAT Writes 2.0 Rubric, Calibrated scoring by highly trained ELA teachers, 3D Writing Feedback Tool
3	1A.3. Insufficient background knowledge in the area of written conventions, due to limited instructional focus in years prior.	1A.3. Increase time on task with conventions in ELA courses, student revision of writing, teach the 6-point FCAT Writes 2.0 rubric to all students, revise all drafts to the level of a “6”, Use of second block enrichment time, Saturday School, and push-in/pull out programs to assist with additional conventions needs.	1A.3. ELA 10 teachers, Saturday School teachers, Enrichment Block teachers, Academic Coach	1A.3. District Timed Writes, 4D Writing Assessment Tool, Common Scoring using FCAT 2.0 Writing Rubric.	1A.3. FCAT Writes 2.0 Rubric, Calibrated scoring by highly trained ELA teachers, 3D Writing Feedback Tool

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
FCAT Writes Rubric Scoring Calibration	9-10/ELA	Academic Coach, State RRC	ELA department	Monthly during PLC, training dates set by county.	Classroom data chats, teacher self reporting, classroom observations.	Teacher, Academic Coach, Assistant Principal Content Area
3-D Writing Revision	9-12/ELA	Academic Coach, State RRC	ELA department	PLC for training and updates	Classroom data chats, teacher self reporting, classroom observations.	Teacher, Academic Coach, Assistant Principal
Writing Using the 2- and 4-point rubric	9-10/All	Academic Coach	9-10 all departments	Early Release, PLC updates	Classroom data chats, teacher self reporting, classroom observations.	Teacher, Academic Coach, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writes Rubric Training	Teachers and Coaches, Substitutes	DCPS	$2,500.00
Common Planning Day	Teachers and Coaches, Substitutes	DCPS	$2,500.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Pending
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Rigorous assignments and assessments that meet the cognitive complexity of the standards are not universally provided to prepare students for success	1.1. Utilizing the EOC test item specifications and align the assessments, instructional strategies, higher order questioning, student learning activities and performance tasks to ensure students are performing at or above grade level, collaborate/plan within content and grade level teams, Lesson Study, FCIM/Focus lessons that will concentrate on the standards	1.1. Instructional Coach, Administrators, US History Teachers	1.1. Student data, portfolios, teacher/Academic Coach observation, Lesson Plans	1.1. Practice EOC Assessments, Benchmark, FCIM, Observation Forms with teacher feedback, Mini Assessments, Formal and informal assessments.
2	1.2. Lack of knowledge for new teachers in the content area	1.2. Professional Development Courses, Modeling by School, District, and State Coaches	1.2. PDF, Principal, School and District Level Coaches, US History teachers	1.2. Focus Walks, Formal and Informal Observations	1.2. Monitoring tools used by Leadership Admin team
3	1.3. Lack of student motivation, engagement, and knowledge of the new test.	1.3. Increase research-based engagement activitites, Increase use of high interest and culturally aligned materials, increase student awareness and responsibility via goal setting, conferencing, data chats, portfolios, and incentives /celebrations.	1.3. Instructional Coach and Teachers	1.3. Observations, Mini-Assessments	1.3. Focus Walks and Student Portfolios

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Pending
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Rigorous assignments and assessments that meet the cognitive complexity of the standards are not universally provided to prepare students for success.	2.1. Utilizing the EOC test item specs and aligning the assessments, instructional strategies, higher order questioning, student learning activities and performance tasks to ensure students are performing at or above grade level. Collaborate and plan within content and grade level teams. Lesson Study. FCIM/Focus lessons that will concentrate on the standards.	2.1. Instructional Coach and Administrators	2.1. Student Data, Portfolios, Observation, Lesson Plans.	2.1. Practice EOC assessments, Benchmark, FCIM/Focus lesson assessments, Observation forms with teacher feedback.
2	2.2. Lack of dedicated time and focused instruction on EOC-tested benchmarks for enrichment	2.2. VVT Period (2nd block enrichment), Collaborate/plan with content area teachers	2.2. Instructional Coach, Administrators	2.2. Student Portfolios, Student Assessments, Progress Monitoring, Pre-Post Test	2.2. Students data tracking sheets, Administrator focus walks.

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
Rigor	US History	Coaches	US History Teachers	June 2013	Observations, Lesson Plans, Continued teacher collaboration/ PLC	Coaches and Admin
Motivation/ Engagement Strategies	US History	Academic Coaches	US History Teachers	Early Return, Pre-planning, June 2013	Observations, Lesson Plans, Continued teacher collaboration	PLC Coaches and Admin
Differentiated Instruction Strategies	US History	Academic Coaches	US History Teachers	June 2013	Observation, Lesson Plans, Continued teacher collaboration	PLC Coaches and Administrators

U.S. History Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LCD Projectors as engagement tool	LCD projectors for each SS classroom	DCPS, private sources	$3,000.00
			Subtotal: $3,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

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:	Reduce the Number of Chronically Absent Students (10 or more days absent) by 5% (30).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.9%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
258 (26%)	198 (21%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
256 (26%)	198 (*20%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Transportation to school can be difficult as our students who live within the 2-mile radius and must find their own ride to school	1.1. Host a Parent Night once per nine weeks where we address the importance of daily attendance with our parents. Address the importance of daily attendance through the Raines Newsletter. Create a list of students who are chronically absent or late to school, for follow up by full-time Truancy Officer.	1.1. Truancy Officer; Assistant Principals; Principal; Leadership Team	1.1. Weekly monitoring of attendance by all stakeholders	1.1. Weekly attendance tracking

		Use Parent Link to follow up on Attendance Issues in addition to Truancy Officer.			
2	1.2. Our students tend to be part of a family environment that requires them to help with younger siblings which can interfere with daily attendance	1.2. Host a Parent Night once per nine weeks (link to a sporting event, perhaps) where we address the importance of daily attendance with our parents. Address the importance of daily attendance through the Raines Newsletter. Create a list of students who are chronically absent or late to school for follow up by full-time Truancy Officer.	1.2.Truancy Officer; Assistant Principals; Principal; Leadership Team	1.2. Weekly monitoring of attendance by all stakeholders	1.2. Weekly attendance tracking

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
RtI Referral System, building relationships, Truancy Officer utilization.	9-12	APs, Truancy Staff, RtI team.	School-wide	Pre-planning, Early release times, and/or teacher planning days	Monitoring to be performed by Truancy staff with support from APC.	Truancy staff, APC.

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Reduce the number of students suspended from class by 2% (23)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
13.7% (86 ISS)	11.7% (63)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6.7% (66 students)	4.7% (41)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4.6% (29 OSS)	2.6% (14)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4.6% (29 OSS)	2.6% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Large number of class 2 offenses	1.1. Address student behavior through grade-level assemblies ATOSS is used as an alternative to suspension Assistant Principals and Principal are visible in classes on a regular basis Security is posted strategically throughout the building	1.1.Principal; Assistant Principals; Leadership Team; Security Team; Teachers	1.1. Monitoring of students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration	1.1. referrals written by teachers
	1.2. Use of Out of	1.2. Encourage use of	1.2. Principal;	1.2. . Monitoring of	1.2. Referrals

2	School Suspensions in lieu of ATOSS	ATOSS by all administrators	Assistant Principals; Leadership Team; Security Team	students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration	written by teachers
3	1.3. CHAMPS not used effectively school-wide	1.3. CHAMPS Professional Development training during preplanning, follow up training for all teachers throughout the year.	1.3. Administrators, Security Team, Teachers	1.3. Classroom Walk-through forms used by administrators.	1.3. Referrals and Classroom Walk Through Forms.
4	1.1. Large number of class 2 offenses committed by students.	1.1. Address student behavior through grade-level assemblies ATOSS is used as an alternative to suspension Assistant Principals and Principal are visible in classes on a regular basis Security is posted strategically throughout the building	1.1. Principal; Assistant Principals; Leadership Team; Security Team; Teachers	1.1. Monitoring of students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration	1.1. Referrals written by teachers

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
CHAMPS Classroom Management Training	9-12/All	Academic Coaches and Administrators	School-Wide	Preplanning, follow up throughout year.	Classroom walk-through forms, coaching model, teacher referral rates.	Assistant Principals.

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Increase our graduation rate to 59%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
5.9%	5.6%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
56%	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Large number of seniors and juniors who are missing credits or needing to redo credits required for graduation	1.1. Utilize the ALC program after school; Florida Virtual School; and Saturday Academy	1.1. Guidance dept; Assistant Principals; Principal; Academic Coaches	1.1. Monitor the progress of course completion on the computers	1.1. Completion of course work
	1.2. Seniors who have not met FCAT reading and/or math requirement.	1.2. Use of ACT preparation materials in Senior-level Academic Literacy and English 4.	1.2. Academic Literacy Teachers, ELA 4 Teachers,	1.2. ACT scores, ACT test prep assessments utilized on Benchmark Testing days, Teacher-	1.2. ACT test prep assessments, Student ACT

2 1			Academic Coaches, AP.	and District-Created ACT preparation assessments	scores throughout the year.
3	1.3. Students who have not passed the PERT Assessment	Use of PERT prep materials (limited at best)	1.3. SLS Teachers, AL Teachers, Academic Coaches	1.3. PERT practice test scores, PERT Scores, use of test prep software.	1.3. PERT practice test scores, PERT Scores

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the number of parent volunteers and the total number of hours spent at the school
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
51 parents volunteered with an average of 1.5 hrs each	60 parents with an average of 2 hrs each

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents lack transportation to school	1.1. Creation of the Parent Resource Center to facilitate "open-door policy" which will allow parents access to campus and resources at their convenience; Parent Nights on a quarterly basis; Saturday Parent Workshops will increase the times that the school is open to parent involvement.	1.1. Parent Liaison; Leadership Team	1.1. Monitor parent attendance sign-in sheets	1.1. Attendance sign-in sheets
2	1.2. Our parents are working during the school day	1.2. Creation of the Parent Resource Center; Parent Nights on a quarterly basis; Saturday Parent Workshops	1.2. Parent Liaison; Leadership Team	1.2. Monitor parent attendance sign-in sheets	Attendance sign-in sheets
3	Ways to become post-seondary ready	Guidance, ELA, Reading Guidance, State RRC	PLC/Reading/ELA/SLS/Math	Early Release throughout year	Student work samples, portfolios, guidance record of scores Classroom teachers, guidance.
4	Ways to become post-seondary ready	Guidance, ELA, Reading Guidance, State RRC	PLC/Reading/ELA/SLS/Math	Early Release throughout year	Student work samples, portfolios, guidance record of scores Classroom teachers, guidance.
5	Ways to become post-seondary ready	Guidance, ELA, Reading Guidance, State RRC	PLC/Reading/ELA/SLS/Math	Early Release throughout year	Student work samples, portfolios, guidance record of scores Classroom teachers, guidance.
6	Ways to become post-seondary ready	Guidance, ELA, Reading Guidance, State RRC	PLC/Reading/ELA/SLS/Math	Early Release throughout year	Student work samples, portfolios, guidance record of scores

					Classroom teachers, guidance.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	1) 50% (20-for P&E; 40-for IT) of Student retention in the Power and Energy Program and Information Technology Academy classes. 2) 50% (20-for P&E; 40-for IT) of enrollees will meet or exceed the state average for grade level performance on high school statewide assessments in reading, mathematics, and science.

	3) At least 15%(15-For IT) of enrollees will be reported as earning an industry certification

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reading Comprehension: for 9th and 10th grade Students Must score at level 3 or higher on the FCAT Reading and Algebra 1 EOC examinations during the "2012-2013" school year.	1.1. Incorporate Reading common core standards, reading and math strategies (QAR, Making Connections, etc), 4-Column Method, Agile mind, SRE, and WICOR into the STEM Content. Utilize the FCIM model, Vocabulary Acquisition, and FAIR data.	1.1. APs; Academic Coaches and STEM Coordinator	1.1. Observations, formal and informal: by the administrators during instructional time, and Instructional Focus Lessons.	1.1. Demonstrate mastery of content during assessments.
2	1.2. Fidelity of using data to drive the instructional process	1.2. Teachers will have on going Professional Development using data to drive the instruction and Differentiated instruction.	1.2. APs; Academic Coaches and STEM Coordinator	1.2. Effective monitoring of Lesson Plans with implementation of Differentiated Instruction and Documentation from data chats	1.2. Demonstrate mastery of content during assessments.
3	1.3. Lack of Higher Order Questioning.	1.3. The teachers will use Webb's Depth of Knowledge. STEM Coordinator will provide ongoing professional development and modeling in using Higher Order Questioning.	1.3. APs and STEM Coordinator	1.3. Effective monitoring of Lesson Plans and classroom interactions with the students	1.3. Demonstrate mastery of content during 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
Instructional Focus Lesson Planning and Delivery	9-12	STEM Coordinator	PLC, STEM Departmental meetings	Weekly Meetings	Meeting one on one with teachers, classroom visits	Mr. Taylor/Mrs. Bush and STEM Coordinator
Data Analysis	9-12	STEM Coordinator	PLC, STEM Departmental meetings	Weekly Meetings	Meeting one on one with teachers, classroom visits	Mr. Taylor/Mrs. Bush and STEM Coordinator

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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teach Vocabulary Daily	Research-based vocabulary instruction focusing on Greek and Latin roots, prefixes, and suffixes.	DCPS	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

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:	1) 50% (20-for P&E; 40-for IT) of Student retention in the Power and Energy Program and Information Technology Academy classes. 2) 50% (20-for P&E; 40-for IT) of enrollees will meet or exceed the state average for grade level performance on high school statewide assessments in reading, mathematics, and science. 3) At least 15%(15-For IT) of enrollees will be reported as earning an industry certification

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reading Comprehension: for 9th and 10th grade Students Must score at level 3 or higher on the FCAT Reading and Algebra 1 EOC examinations during the “2012-2013” school year.	1.1. Incorporate Reading common core standards, reading and math strategies (QAR, Making Connections, etc), 4-Column Method, Agile mind, SRE, and WICOR into the STEM Content. Utilize the FCIM model, Vocabulary Acquisition, and FAIR data.	1.1. APs; Academic Coaches and STEM Coordinator	1.1. Observations, formal and informal: by the administrators during instructional time, and Instructional Focus Lessons.	1.1. Demonstrate mastery of content during assessments.

2	1.2. Fidelity of using data to drive the instructional process	1.2. Teachers will have on going Professional Development using data to drive the instruction and Differentiated instruction.	1.2. APs; Academic Coaches and STEM Coordinator	1.2. Effective monitoring of Lesson Plans with implementation of Differentiated Instruction and Documentation from data chats	1.2. Demonstrate mastery of content during assessments.
3	1.3. Lack of Higher Order Questioning.	1.3. The teachers will use Webb's Depth of Knowledge. STEM Coordinator will provide ongoing professional development and modeling in using Higher Order Questioning.	1.3. APs and STEM Coordinator	1.3. Effective monitoring of Lesson Plans and classroom interactions with the students	1.3. Demonstrate mastery of content during 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
Instructional Focus Lesson Planning and Delivery	9-12	STEM Coordinator	PLC, STEM Departmental meetings	Weekly Meetings	Meeting one on one with teachers, classroom visits	Mr. Taylor/Mrs. Bush and STEM Coordinator
Data Analysis	9-12	STEM Coordinator	PLC, STEM Departmental meetings	Weekly Meetings	Meeting one on one with teachers, classroom visits	Mr. Taylor/Mrs. Bush and STEM Coordinator

CTE Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teach Vocabulary Daily	Research-based vocabulary instruction focusing on Greek and Latin roots, prefixes, and suffixes.	DCPS	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of CTE Goal(s)

Additional Goal(s)

Goal: Ensure student safety by having 100% of students use clear or mesh backpacks.

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. Ensure student safety by having 100% of students use clear or mesh backpacks. Goal Ensure student safety by having 100% of students use clear or mesh backpacks. Goal #1:	Ensure student safety by having 100% of students use clear or mesh backpacks.
2012 Current level:	2013 Expected level:
100% of students were compliant with clear or mesh backpacks on campus.	100% of students will be compliant on our campus as a matter of student and staff safety.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Families not having additional money to spend on backpacks	1.1. Post requirement on external boards beginning in summer 2012, send out Parent Link starting in August with requirement. Solicit funding for backpacks for all students in need. Providing clear backpacks to students in need.	1.1. Administration, classroom teachers	1.1. 100% compliance for classroom entry, ISSP Records.	1.1. ISSP Records
2	1.2. Students not bringing backpacks to class.	1.2. Require backpack for classroom entry, or students go to ISSP	1.2. Classroom teachers, Administrators, ISSP.	1.2.100% compliance for classroom entry, ISSP Records.	1.2. ISSP Records
3	1.3. Students losing backpacks or breaking them.	1.3. Require backpack for classroom entry, or students go to ISSP	1.3. Classroom teachers, Administrators, ISSP	1.3.100% compliance for classroom entry, ISSP Records.	1.3. ISSP Records

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

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

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

Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Clear backpacks for students in need	500 clear backpacks	DCPS, Private Sources	$4,000.00
			Subtotal: $4,000.00
			Grand Total: $4,000.00

End of Ensure student safety by having 100% of students use clear or mesh backpacks. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Inquiry (Real-life applications)	Supplies to support effective exploratory investigations	DCPS	$1,500.00
STEM	Teach Vocabulary Daily	Research-based vocabulary instruction focusing on Greek and Latin roots, prefixes, and suffixes.	DCPS	$200.00
CTE	Teach Vocabulary Daily	Research-based vocabulary instruction focusing on Greek and Latin roots, prefixes, and suffixes.	DCPS	$200.00
				Subtotal: $1,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Mimio classroom technology	Mimio board transformer, clickers	DCPS	$3,000.00
Mathematics	Interactive Lessons with Students	Document Cameras	District	$5,000.00
Mathematics	Mimio Hands- On.	Mimio Technology Program	District	$8,000.00
Science	Instructional Delivery (Real-life applications)	LCD Projects, DOC-Cameras, Mimios, and Clickers	DCPS	$15,000.00
U.S. History	LCD Projectors as engagement tool	LCD projectors for each SS classroom	DCPS, private sources	$3,000.00
				Subtotal: $34,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Full-Day Teacher Planning	Substitutes for classroom teachers	DCPS $10-12 @ 7 hours per person, per day	$1,260.00
Mathematics	All Day Planning	Lesson Planning	William M. Raines High School	$5,000.00
Science	All Day Planning-Biology Teachers	Substitute Teachers	DCPS	$1,500.00
Writing	FCAT Writes Rubric Training	Teachers and Coaches, Substitutes	DCPS	$2,500.00
Writing	Common Planning Day	Teachers and Coaches, Substitutes	DCPS	$2,500.00
				Subtotal: $12,760.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Ensure student safety by having 100% of students use clear or mesh backpacks.	Clear backpacks for students in need	500 clear backpacks	DCPS, Private Sources	$4,000.00
				Subtotal: $4,000.00
				Grand Total: $52,660.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

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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
Clear or mesh backpacks for students in need, books and classroom materials for classroom use.	$5,000.00

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

SAC will meet monthly to discuss funding issues, school based needs, community links and concerns, and other issues as they become relevant.

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

Duval School District
WILLIAM M. RAINES HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	12%	54%	71%	25%	162	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	33%	69%			102	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?	42% (NO)	63% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					369	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District
WILLIAM M. RAINES HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	13%	44%	85%	20%	162	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	28%	60%			88	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?	34% (NO)	54% (YES)			88	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					338	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested