

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: NATHAN B. FORREST HIGH SCHOOL

District Name: Duval

Principal: Dr. Alvin Brennan

SAC Chair: Mr. Micheal Stanfield

Superintendent: Dr. Nikolai P. Vitti

Date of School Board Approval: November 5, 2012

Last Modified on: 12/13/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Alvin Brennan	Ed. D, Educational Leadership, Political Science	2	14	<p>Dr. Brennan worked in Miami-Dade. One of his many accomplishments in Miami-Dade was moving Lake Stevens Middle School from a 'D' to a 'B' in two years.</p> <p>Previously, he had served as principal of Englewood High School and moved Englewood High School 37 points in his last year.</p> <p>As principal at Forrest in 2010-2011 Dr. Brennan helped lead the work to make significant gains in Writing from 77% to 83% proficient and Science from 26% to 35% percent proficient. Reading proficient 20%. Math proficient 49%. Reading gains 34%. Math gains 60%. Reading lowest 25 was 41%. Math lowest 25 was 63%. For a school grade of C. The graduation rate increased from 58% to 66%.</p> <p>During the 2011-2012 school year, student math gains for Forrest High School were 73%, up from 60% the previous year,</p>

					<p>while gains for the lowest quartile rose from 63% to 90%. Reading gains also improved, with proficiency rising from 20% to 28%, gains from 34% to 56%, and the gains for the lowest quartile rising from 41% to 66%. Overall, the school's FCAT grade rose 122 points, from 385 in 2011 to 507 in 2012.</p>
Assis Principal	Ernest Griffin	MS in Math Education Certification : Ed Leadership Mathematics 6-12	10	15	<p>Mr. Griffin is in his 10th year at Forrest and his 20th year in education. Mr. Griffin was part of the administrative team that led the school from the "D" to the "C" in 2005. Mr. Griffin is the administrator over the Kappa House. Prior to his time at Forrest, he served 5 years as a House Administrator at Sandalwood High School.</p> <p>At Forrest in 2010-2011 Writing moved from 77% to 83% proficient and Science from 26% to 35% percent proficient. Reading proficient 20%. Math proficient 49%. Reading gains 34%. Math gains 60%. Reading lowest 25 was 41%. Math lowest 25 was 63%. For a school grade of C. The graduation rate increased from 58% to 66%.</p> <p>During the 2011-2012 school year, student math gains for Forrest High School were 73%, up from 60% the previous year, while gains for the lowest quartile rose from 63% to 90%. Reading gains also improved, with proficiency rising from 20% to 28%, gains from 34% to 56%, and the gains for the lowest quartile rising from 41% to 66%. Overall, the school's FCAT grade rose 122 points, from 385 in 2011 to 507 in 2012.</p>
Assis Principal	Jeravon Wheeler	BA Sociology/Psychology  MA Educational Leadership	2	6	<p>Ed White gained 34 points and is two points from the C in 2009-2010.</p> <p>At Forrest in 2010-2011 Writing moved from 77% to 83% proficient and Science from 26% to 35% percent proficient. Reading proficient 20%. Math proficient 49%. Reading gains 34%. Math gains 60%. Reading lowest 25 was 41%. Math lowest 25 was 63%. For a school grade of C. The graduation rate increased from 58% to 66%.</p> <p>During the 2011-2012 school year, student math gains for Forrest High School were 73%, up from 60% the previous year, while gains for the lowest quartile rose from 63% to 90%. Reading gains also improved, with proficiency rising from 20% to 28%, gains from 34% to 56%, and the gains for the lowest quartile rising from 41% to 66%. Overall, the school's FCAT grade rose 122 points, from 385 in 2011 to 507 in 2012.</p>
Assis Principal	Loretta Hines	B.S. Health Science M.Ed. in Educational Leadership Certification: Educational Leadership (All Levels)	1	7	<p>Assistant Principal Mandarin Middle 2008-2010, school maintained overall grade of an A, while making improvements in reading, math and science, AYP was not met. Assistant Principal DuPont Middle 2005-2008, school improved from a B to an A, while making improvements in reading and math, AYP was not met. Assistant Principal Ribault Middle 2004-2005, school earned grade of D, AYP was not met.</p> <p>During the 2011-2012 school year, student math gains for Forrest High School were 73%, up from 60% the previous year, while gains for the lowest quartile rose from 63% to 90%. Reading gains also improved, with proficiency rising from 20% to 28%, gains from 34% to 56%, and the gains for the lowest quartile rising from 41% to 66%. Overall, the school's FCAT grade rose 122 points, from 385 in 2011 to 507 in 2012.</p>

Assis Principal	Truitte Moreland	B.A. History M.Ed. in Educational Leadership Certification: Educational Leadership (All Levels); VE K-12; Elementary K-5	1		During the 2011-2012 school year, student math gains for Forrest High School were 73%, up from 60% the previous year, while gains for the lowest quartile rose from 63% to 90%. Reading gains also improved, with proficiency rising from 20% to 28%, gains from 34% to 56%, and the gains for the lowest quartile rising from 41% to 66%. Overall, the school's FCAT grade rose 122 points, from 385 in 2011 to 507 in 2012.
-----------------	------------------	---	---	--	---

## 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)
Math Coach	Loneva Melton	BS, Mathematics Mathematics 6-12	2	2	Department Head 2009-2010 at Englewood High School. 54% of Englewood High School students showed true gains on the 2010 Math FCAT. Recipient of MAP pay for student performance. Ms. Melton worked closely with a math team in the 2010 2011 school year that saw many difficulties and was able to guide the Algebra I teachers in the implementation and rollout of the Algebra I EOC.
Reading Coach	Memsani Kohn	BA, English and Political Science English 6-12, Reading and ESOL endorsements	7	2	Ms. Kohn was twice named Teacher of the Year. As a Reading Teacher she showed 44% of her students making gains in the lowest level readers. She currently serves as the school professional development facilitator and runs the Mentoring Academy for new teachers and their mentors. 2010-2011 Reading scores saw Forrest High School remain flat in a year when many schools saw decreases from the complexity shift to FCAT 2.0.
Science Coach	Theana McKenzie	MEd, Science Education, Biology Chemistry	1	1	Lead Science Teacher at Peterson High School. Mrs. McKenzie was nominated teacher of the year in 2009. Her students outperformed their peers in the district and therefore she has been a MAP recipient for four consecutive years. With her FCAT plan gains were made on the Science FCAT 1.0.
Instructional Coach	Emily Kristansen	M.Ed., Educational Leadership English 6-12, Middle Grades Integrated Curriculum, Educational Leadership (All Levels)	2	1	Team Leader 2010-2011 at Kirby-Smith Middle School; 62% of students showed true gains on the 2011 FCAT Reading assessment. MAP pay recipient for student performance 2010, 2011, and 2012. Ms. Kristansen is a Florida Turnaround Leaders Program participant and has worked in PLCs to increase rigor and effective instruction at the classroom level.

## 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. The Administration Team works diligently to recruit and retain high quality teachers. They seek to identify talented and qualified candidates and then facilitate certification issues if necessary. The administration encourages leadership development; and supports efforts to improve educational practice among the faculty and staff.	Principal	On-going	
	2. Forrest High School participates in the Duval County Teacher Induction Program for teachers new to the county. Additionally the school supports new teachers through			

2	Clinical Educator Training. Forrest High School holds an orientation meeting, scheduled mentor sessions, and several new teacher trainings conducted by mentor teachers. School administration conducts extensive classroom observations, completes at least 2 formal evaluations, and monitors each teacher for progress toward the teaching competencies. Two mentor teacher observations are also completed for each new teacher. Each mentor teacher must have completed the complete Clinical Educator Training and receive recommendation from administration to mentor a new or struggling teacher.	Administration Professional Development Facilitator (Lead) Mentors District Cadre	On-going over the course of the year	
3	3. Offering training during planning periods and after-school to enhance effective instructional strategies.	Administration Instructional Coaches Professional Development Facilitator (Lead)	On-going over the course of the school year	
4	4. Additional on-site technology in-service to enhance instruction and teacher productivity. In-service topics include Pearson Inform, CHAMPs, Safe and Civil Schools, CAR-PD, OnCourse and data analysis.	Administration Instructional Coaches School Technology Coordinator (Lead)	On-going over the course of the school year	

### 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
No data submitted	

### 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
79	22.8%(18)	27.8%(22)	32.9%(26)	16.5%(13)	24.1%(19)	0.0%(0)	5.1%(4)	0.0%(0)	8.9%(7)

### 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
Jakob, Cynthia	Thurlow, Brent	CET trained and paired with Subject area similarities.	The mentor will work with the mentee as prescribed in the MINT program.
Melton, Loneva	Lanctot, Brittany Lero, Natasha Dungill, Alexandra	CET trained and Math department head	The mentor will work with the mentee as prescribed in the MINT program.
	Ernest Timmons Rivers, Bobby		

Kohn, Memsani	Speight, Schanna Maraghy, Mary Campbell, Willie Chatfield, Kara Dukes, Charlafinette, Dukes, Berreath	CET Trained	The mentor will work with the mentee as prescribed in the MINT program.
Ackerman, Jeff	Paschal, LaQuanda	Former Professional Development Facilitator	The mentor will work with the mentee as prescribed in the Teacher Induction Plan Professional Development Plan.
Cochran, Nitza	Jones, Kimberely	CET trained	The mentor will work with the mentee as prescribed in the Teacher Induction Plan Professional Development Plan.
Solomon, Chris	Rollins, Chanda	CET trained	The mentor will work with the mentee as prescribed in the MINT program.
Grissett, Jocelyn	Collier, Shiquon Harris, Keydrum	Subject area similarities	The mentor will work with the mentee as prescribed in the MINT program.
Kristansen, Emily	Kelly Cassidy Plummer, Arlean Redding, Shantrice Bing, Joshua	CET trained and paired with Subject area	The mentor will work with the mentee as prescribed in the MINT program.
Freeman, Patrina	Marion, Linda Trovinger, Carolyn	CET trained and paired with Subject area	The mentor will work with the mentee as prescribed in the MINT program.
Reed, Sherman	McCambridge, Keirstin Green, Casey	CET trained and paired with Subject area	The mentor will work with the mentee as prescribed in the MINT program.
McKenzie, Theana	Hunter, Clayton Murphy, Latoya Reeves, Christopher Roth, Christopher Dolak, Terrence Newman, Tracy	CET trained and paired with Subject area	The mentor will work with the mentee as prescribed in the MINT program.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday programs, along with the intervention time offered during regular school hours. All students in need of additional services for reading and math remediation are scheduled into the appropriate classes.

Title I, Part C- Migrant

Title I, Part D

Title II

District receives supplemental funds for improving basic educational programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the District office for instructional support and educational materials for students who are English Language Learners.

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to fund during the day and after school tutoring programs.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 9-12.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration: Dr. Alvin Brennan, Ernest Griffin, Loretta Hines, Truitte Moreland, Jeravon Wheeler  
Instructional Coaches: Memsani Kohn (Reading), Emily Kristansen (Instructional), Loneva Melton (Math), Theana McKenzie (Science)  
Lead Teachers: Jeffery Ackerman, Stanley Smith, Nitza Cochran, Mary Maraghy, Sherman Reed, Jocelyn Grissett, Chris Solomon, Patrina Freeman, Tracy Newman, Joanna Zayac

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 MTSS/RtI Leadership team meets bi-weekly throughout the school year to discuss each tier of the MTSS/RtI model and ensure that efficient implementation of all parts of the school-wide model. The MTSS/RtI team will evaluate teacher referrals and, independent of teacher referrals, look at school wide progress monitoring data, e.g. benchmarks, FAIR, FCIM Mini-Assessments, Discipline screens, attendance data, to determine the needs of the students and teachers and identify next steps. Team will attend district MTSS training and use the information from these meetings to train fellow staff members on process and protocol.

#### RtI: TIER I

Principal and administrative team provides a common vision for the use of data-based decision-making, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Instructional Coach(es) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

General Education and Exceptional Student Education (ESE) teachers provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, and, after exhausting all Tier I intervention strategies, develops Tier II referrals based on student need.

#### RtI: TIER II

The school-based MTSS Leadership Team follows a structured problem-solving process to develop planned and research-based interventions. This process is implemented when a teacher refers a student for academic or behavioral difficulties to the team. It includes identifying students at risk for learning or behavioral issues, tailoring intervention plans to meet individual needs, and monitoring these students' (measurable) progress over time ensure that they are closing the gap with their peers. The team also adopts decision rules to know when struggling students have not responded to intervention and should be transitioned to receive Tier III services.

MTSS meetings follow a structured format to address Tier II teacher referrals. The Facilitator, Coordinator, Case Manager, Recorder, Referring Teacher, and any other interested school-based personnel attend Tier II referral meetings. First, the team assesses concerns presented by the referring teacher. Together, the team and teacher identify the student's strengths, talents, and interests. This information is used to inform decision-making on individualized interventions that will motivate the student to move towards desired outcomes. The team reviews progress monitoring, midyear, end of year, baseline and/or background data collected on the student prior to the meeting to gain a better understanding of the nature of the referral concern. Upon thorough data review, the team narrows its focus to target teacher concerns and designs an intervention plan to address said concerns. Within the plan, the team includes set academic or behavioral outcome goals and methods for progress monitoring. If parents or other student advocates cannot attend the meeting, a team member is designated to contact them and communicate the main details of the intervention plan. Finally, the MTSS team reviews intervention and monitoring plans to ensure that the teacher and other team members understand the elements of the intervention plan.

#### TIER III

The school-based MTSS Leadership team will monitor progress of Tier II intervention plans. In the event that Tier II strategies are ineffective, the team will develop individualized and intensive Tier III service plans. Tier III service plans are reserved for students with chronic and severe academic delays or behavioral problems. Such delays and problems are determined by following Tier II problem-solving process, drawing upon multiple sources of data, and by analyzing multiple progress-monitoring data-points collected across time. The MTSS team uses the following guiding question when determining Tier III necessity: What ongoing supports does this student require and in what setting(s) should they be provided to facilitate the greatest success possible?

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 leadership team was divided into subgroups to address the development and implementation of different parts of the SIP and MTSS plan. The team provides data on Tier I, II, and III targets, academic and social/emotional areas that needed to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationship), and facilitates the development of a systemic approach to teaching. The MTSS Leadership team is involved in the problem solving model and the implementation of tiered action steps. The Leadership team works to interpret best practices for interventions and strategies. Additionally, the Leadership Team implements procedures and allocates time for developing student-driven individual progress monitoring plans and maintaining records of relevant data.

## 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: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: PMRN, FAIR, District Benchmarks, Progress Monitoring Assessments, Inform  
Midyear: District Benchmarks, Progress Monitoring Assessments, FAIR, Inform  
End of year: District Benchmarks, Progress Monitoring Assessments, FAIR, FCAT, Inform  
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' pre planning week and small sessions will occur throughout the year. One PD session entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" will take place during Pre-planning and the discussion of student data will continue throughout the school year in PLC meetings. Lead Teachers and Instructional Coaches will work in PLC meetings to train staff on how to identify students in need of Tier II intervention plans and refer them to the MTSS Leadership team. The MTSS team will also evaluate additional staff PD needs during the weekly Leadership Team meetings. The MTSS Leadership Team will utilize the district provided materials from RtI training.

Describe the plan to support MTSS.

The MTSS Leadership Team will be supported and sustained by:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The principal, one assistant principal, a representative from each department, our reading teachers, our reading coach and our media specialist comprise our Literacy Leadership Team.

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

The team meets monthly after school but also organizes staff "trainings" each week on the Wednesday shortened days.

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

Bi-weekly staff trainings related to vocabulary development and higher-order questioning.  
Demonstration lessons in all content areas.



## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

We will continue the push to get every content area teacher CAR-PD certified during the 2011-12 school year. This will ensure we are offering our students the services they need. In addition, Instructional Focus Lessons happen in every classroom, every day. All subject areas will follow an Instructional Focus Calendar. The school has scheduled an Intervention block that meets every day to develop school wide reading skills and to teach the students strategies to ensure they are successful readers. We have agreed to teach reading and writing strategies to all faculty members.

### \*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?

Through Career Academy and Community concepts, our school works in teams/communities to develop interdisciplinary and cross-curricular lessons that incorporate elements from different career paths. Students are encouraged to join the Global Logistics and Supply Chain Management Career Academy which provides career pathways for students with high school diplomas, 2 year degrees, and 4 year degrees. The school is requiring teachers to take part in subject-area PLCs in an effort to bring closer alignment to the curriculum and increased conversation around how to make learning more relevant.

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?

Guidance counselors work with students to determine their best course of action. Students are kept informed of their current progress in high school through meetings with their teachers, coaches, guidance and administration. The goal is to have students moving from one grade to the next and to graduate from high school with a clear vision of what their interests are. Guidance Counselors have set up Counselor's Corner to meet with students during lunch periods to assist with guidance needs and questions students may have regarding scholarships, grades, and graduation requirements.

## 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](#)

The school's analysis of the High School Feedback Report shows that we need to continue to improve our efforts to increase college and career readiness. A larger percentage of our students should pursue postsecondary options, especially as it relates to the number of students in dual enrollment, honors and AP classes. The school will attempt to improve this percentage by visiting classrooms and speaking to students about college options. The school will work to increase the number of students who qualify for SAT/ACT waivers and to increase the number of students taking the post secondary readiness exams.

In the Intervention period, upper division students who have already passed the FCAT will work on skills they will utilize on college placement assessments and those they will need in college. Students will be given enrichment on essay writing and other skills they will need when they apply for colleges and on Advanced Placement tests.

Forrest has an AVID program that insures students are prepared for college. AVID enrolls students in rigorous college prep classes. They teach time management, Cornell notes, & organization to assist with the rigorous coursework. Students are

also assisted with the college application process. Tutorials are used to promote higher level questions. SAT/PSAT/ACT preparation is taught through vocabulary lessons and essay writing.

We also offer AFJROTC training for those interested in entering the military after graduation. The students learn discipline, structure, team unity, and develop positive study habits through the program.

We are in the second year of the AICE program at Forrest. This program is comparable to the IB program. Students who pass their AICE examinations will earn college credits in high school. Students who graduate with an AICE diploma will be eligible for advanced levels of Florida Bright Futures Scholarships.

We currently offer a variety of AP courses to students where they have the opportunity to take the course examination and receive college credit.

Our guidance department meets with students regularly to evaluate their current classes and discuss their future goals. By doing this, they ensure the student will graduate with the appropriate credits, be well prepared for the work force or college, and feel a sense of accomplishment from their experience at Forrest High School.

Forrest is also beginning work with the Global Logistics and Supply Chain Management Academy. Students will graduate prepared to step out into the work force or move into a post-secondary program to continue their education.

We are also enrolling students into several dual enrollment courses to earn college credit while simultaneously completing their high school coursework.

## 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:	To increase the percent of students achieving proficiency in level 3 by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (186)	38% (282)

#### 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	The instructors adopting the practice of gradually releasing the responsibility to the students	Schoolwide book study of Better Learning Through Structured Teaching by Douglas Fisher and Nancy Frey	Principal & Assistant Principals	Comparing the teacher's execution of gradual release to the academic performance of the students in that particular class.	Student engagement chart.
2	Current student reading skill levels	Teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Reading Coach Instructional Coach Reading Department Chair District Literacy Specialist Reading Teachers Language Arts Teachers	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments Exit Slips/ Checks for Understanding
3	Student engagement	Teachers implement reading FCIM instructional Focus Lessons on a daily basis.	Instructional Coaches Administration Department Heads	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments and mini-assessments
4	Lack of experience in first time in content area course, and instructional strategy weakness.	Student achievement increases when they are provided with effective, explicit vocabulary acquisition instruction.	Instructional Coaches District Coaches Assistant Principals In School Training Support	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Observation Log Use of strategies in lesson plans
5	Current student reading skill levels	Students will engage in "Accountable Talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	Reading Coach Reading Lead Teacher District Literacy	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading	Pearson Limelight/Inform Departmental developed assessments

			Specialist	comprehension assessments will increase.	Exit slips/checks for understanding
6	Current student reading skill levels	Students will engage in "Accountable Talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	Reading Coach Reading Lead Teacher District Literacy Specialist	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments Exit slips/checks for understanding

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:	Our goal is to increase the percentage of students scoring within Levels 4-6 on the reading section of the FAA by at least 23% (3 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3 out of 13 students) scored within performance levels 4-6 on the reading section of the FAA.	46% (6 out of 13 students) of students will score at performance levels 4-6 on the reading section of the FAA.

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 function at a severe to moderate cognitive level of disability. This impacts their ability to process, comprehend, and retain new information and skills.	Reading curriculum (PCI, Corrective Reading, Unique Learning System) and programs are aligned with the Florida Access Points to increase comprehension, phonics, fluency, decoding, and sight word recognition.	ESE Lead Teacher	Curriculum has continual assessments incorporated within.	Instructional program assessments, Brigance Inventory, Florida Alternate Assessment and activity rubrics.
2	Students lack prerequisite skills in the areas of phonics, decoding, and comprehension.	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE Lead Teacher	Complete monthly progress reports and update annual IEP goals.	Progress reports
3	Students have difficulty maintaining continual focus during reading which effects fluency.	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE Lead Teacher	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visits.

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:	To increase the percent of students achieving proficiency in level 4 and 5 by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (27)	9% (53)

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	Current student reading skill levels	Student achievement increases when teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment. Students will engage in "Accountable Talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	Reading Coach Instructional Coach  Reading Department Chair  District Literacy Specialist  Reading Teachers Language Arts Teachers	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform  Departmental developed assessments  Exit Slips/ Checks for Understanding
2	Student engagement	Student reading achievement improves when cross-content teachers implement reading FCIM instructional Focus Lessons on a daily basis.	Instructional Coaches  Administration  Department Heads	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments and mini-assessments
3	Lack of experience in first time in content area course, and instructional strategy weakness.	Student achievement increases when they are provided with effective, explicit vocabulary acquisition instruction. Student achievement improves when they are provided with daily research-based reading strategy instruction in all content areas.	Instructional Coaches  District Coaches  Assistant Principals  In School Training Support	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Observation Log  Use of strategies in lesson plans

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Our goal is to increase the percentage of students scoring within the Commended Category performance level 7 or above on the reading section of the Florida Alternate Assessment by at least 15% (nine students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (7 out of 13) of students scored at or above Level 7 (Commended) in reading on the FAA.	69% (9 out of 13) of students will score at or above performance level 7 (Commended) in reading on the FAA.

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 function at a severe to moderate cognitive level of disability. This impacts their ability to process, comprehend, and retain new information and skills.	Reading curriculum (PCI, Corrective Reading, Unique Learning System) and programs are aligned with the Florida Access Points to increase comprehension, phonics, fluency,	ESE Lead Teacher	Curriculum has continual assessments incorporated within.	Instructional program assessments, Brigance Inventory, Florida Alternate Assessments and activity rubrics

		decoding, and sight word recognition.			
2	Students lack prerequisite skills in the areas of phonics, comprehension and decoding.	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE Lead Teacher	Complete progress monthly progress reports and update annual IEP goals	Progress reports
3	Students have difficulty maintaining continual focus during reading which effects fluency.	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE Lead Teacher	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visitations.

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:	To increase the percentage of students making learning gains by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(371)	62% (461)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student engagement	Student reading achievement improves when cross-content teachers implement reading FCIM instructional Focus Lessons on a daily basis.	Instructional Coaches Administration Department Heads	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments and mini-assessments
2	Closing the gap in achievement for students who are a year or more behind in reading achievement takes time.	Provide individualized indepth intervention through Intervention block. Provide ample support for ESE students in mainstream classrooms. Weekly progress monitoring of student progress. Analysis and re-teaching based on progress monitoring.	Instructional Coaches Administration	Ongoing progress monitoring of assessment data	Assessment Data (e.g., FCAT, FAIR, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
3	Reading strategies aligned to tested benchmarks at the appropriate level of cognitive/text complexity needed.	Model practical ways of thinking through complex reading processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from text).	Instructional Coaches Administration	Grade-level teams and/or PLCs gather and review student data, engage in databased discussions and make recommendations for changes, when applicable.	Ongoing PLC discussion, regular facilitation and evaluation of data conversations.

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:	Our goal is to increase the percentage of students making learning gains in reading section of the Florida Alternate Assessment by at least 7% (1 student).
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (11 out of 13) students tested made learning gains in reading on the Florida Alternate Assessment.	92% (12 out of 13) students tested will make learning gains in reading on the Florida Alternate Assessment.

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 functions at a severe to moderate cognitive level of disability. This impacts their ability to process, comprehend and retain new information and skills.	Reading curriculum (PCI, Corrective Reading, Unique Learning System) and programs are aligned with the Florida Access Points to increase comprehension, phonics, fluency, decoding, and sight word recognition.	ESE Lead Teacher	Curriculum has continual assessments incorporated within.	Instructional program assessments, Brigance Inventory, Florida Alternate Assessment and activity rubrics.
2	Students lack prerequisite skills in the areas of phonics, decoding and comprehension.	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE Lead Teacher	Complete progress monthly progress reports and update annual IEP goals.	Progress reports
3	Students have difficulty maintaining continual focus during reading which effects fluency.	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE Lead Teacher	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visits.

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:	To have 70% of the Lowest 25% of students making gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (123)	70% (129)

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	Current student reading skill levels	Student achievement increases when teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson	Reading Coach Instructional Coach  Reading Department Chair  District Literacy Specialist	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform  Departmental developed assessments  Exit Slips/ Checks for Understanding

		assessment. Students will engage in "Accountable Talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	Reading Teachers Language Arts Teachers		
2	Student engagement	Student reading achievement improves when cross-content teachers implement reading FCIM instructional Focus Lessons on a daily basis.	Instructional Coaches Administration Department Heads	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments and mini-assessments
3	Lack of experience in first time in content area course, and instructional strategy weakness.	Student achievement increases when they are provided with effective, explicit vocabulary acquisition instruction. Student achievement improves when they are provided with daily research-based reading strategy instruction in all content areas.	Instructional Coaches District Coaches Assistant Principals In School Training Support	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Observation Log Use of strategies in lesson plans

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 # By 2017 reading proficiency will be at 63%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	38	45	51	57	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	All student subgroups will increase the level of proficiency in accordance with the 2013 expected level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 40% Black: 21% Hispanic: 33% Asian: 20% American Indian: NA	White: 49% (97 out of 196) Black: 33% (147 out of 445) Hispanic: 45% (28 out of 62) Asian: 34% (6 out of 16) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: current student reading skill level Black: current student reading skill level Hispanic: current student reading skill level Asian: current student	Teachers will follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as	Reading Coach Instructional Coach Assistant Principal	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension	Pearson Limelight/Inform Departmental developed assessments



	reading skill level	well as a lesson assessment.		assessments will increase.	Exit Slips/ Checks for Understanding
2	Student engagement	Teachers implement reading FCIM instructional Focus Lessons on a daily basis.	Instructional Coaches Administration	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform Departmental developed assessments and mini-assessments
3	Lack of experience in first time in content area course, and instructional strategy weakness.	Student achievement increases when they are provided with effective, explicit vocabulary acquisition instruction. Student achievement improves when they are provided with daily research-based reading strategy instruction in all content areas.	Instructional Coaches District Coaches Assistant Principals In School Training Support	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Observation Log Use of strategies in lesson plans

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	To increase the percent of ELL students by meeting the 2013 AMO goal in FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%	31% (6 out of 18)

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:	The percentage of Students with Disabilities achieving a score at the proficient level on the 2013 FCAT will be 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (20 of 124 students) at the Proficient Level on the Reading FCAT.	38% (56 out of 147)

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	Current student skill level	Student achievement will increase when teachers collaborate to create common lessons and assessments.	District and school based coaches School Based ESE Teachers School Based Administrator  PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Departmental developed assessments  School based and district data  IEP data
2	Student Engagement	Student achievement will increase when teachers incorporate higher level questioning techniques and when differentiated instruction is presented.  Student achievement will increase when support is provided by the ESE teacher.	District and school based coaches. School Based ESE Teachers School Based Administrators PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Departmental developed assessments  School based and district data IEP data
3	Teacher Level of Experience	Student achievement will increase when reading teachers differentiate instruction utilizing data analysis. Student achievement will increase when support is provided by the ESE teacher.	District and school based coaches. School Based ESE Teachers School Based Administrators PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Departmental developed assessments  School based and district data IEP data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Students achieving a score at the proficient level on the 2013 FCAT will be 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (99)	36% (182 out of 504)

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	Current student reading skill levels	Student achievement increases when teachers follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment. Students will engage in "Accountable Talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	Reading Coach Instructional Coach  Reading Department Chair  District Literacy Specialist  Reading Teachers Language Arts Teachers	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Pearson Limelight/Inform  Departmental developed assessments  Exit Slips/ Checks for Understanding
2	student engagement	Student reading achievement improves when cross-content teachers implement reading FCIM instructional Focus	Instructional Coaches  Administration  Department Heads	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading	Pearson Limelight/Inform Departmental developed assessments and mini-assessments

		Lessons on a daily basis.		comprehension assessments will increase.	
3	Lack of experience in first time in content area course, and instructional strategy weakness.	Student achievement increases when they are provided with effective, explicit vocabulary acquisition instruction. Student achievement improves when they are provided with daily research-based reading strategy instruction in all content areas.	Instructional Coaches District Coaches Assistant Principals In School Training Support	Percentage of students achieving 70% or higher on district interim reading assessments and achieving 60% or higher on FAIR reading comprehension assessments will increase.	Observation Log Use of strategies in lesson plans

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						

Reading Budget:

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

# 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:			75% of ELL students will make learning gains		
2012 Current Percent of Students Proficient in listening/speaking:					
Currently 50% of students are proficient in Listening/Speaking					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier (ESOL)	Rosetta Stone language learning software, ESOL translators and provide diverse cultural experiences	ESOL staff, District ESOL office, assistant principals	Rosetta Stone and Read180 data collection, and percentage of students exiting ESOL each year	FCAT, CELLA
2	Influx of transitory students	Full Service School (DCPS), individual guidance	Guidance counselors, assistant principals and instructors	Increase in services availability to these students	Using data to confirm types of transitions/drop-outs
3	Mentor availability and boredom	Small Learning Communities, teacher-student relationships. Recruit language mentors that meet proficient standards.	Guidance, instructors, and assistant principals	Quarterly report, summer school, student engagement and participation	CELLA, exit slips, checks for understanding

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:			To increase the percentage of ELL students making Adequate Yearly Progress on the CELLA and FCAT.		
2012 Current Percent of Students Proficient in reading:					
Currently 14% of students are proficient in Reading					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student engagement	Provide additional reading resources in order to build interest. Model fluent reading habits.	ESOL Language Arts lead teacher	FAIR reading comprehension, Insight/Inform, academic journals, book discussions, guided/shared reading	FCAT, CELLA, Insight/Inform, departmental developed assessment
2	Difficulty on standardized tests in English language	Daily instruction in Developmental Language Arts and English through ESOL	ESOL Language Arts lead teacher	Data collection through reading guides, Pearson, explicit teaching of	FCAT, CELLA, Pearson, departmental developed assessments

				test-taking strategy	
3	Insufficient vocabulary understanding to allow for quality word analysis and reading comprehension	Integrated content vocabulary lessons, interactive word walls	ESOL Language Arts lead teacher	Analysis of writing responses (use of vocabulary vs. composition), FAIR (reading comprehension), Pearson	FCAT, CELLA, Pearson, interdepartmental developed assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

To increase the percent of ELL students making Adequate Yearly Progress on the FCAT Writes

2012 Current Percent of Students Proficient in writing:

Currently, 38% of students are proficient in writing

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL's lack of elaboration and inclusion of relevant information in writing responses.	Differentiated level small group collaboration, intensive one-on-one conferences, responding to short and extended writing responses	ESOL Language Arts lead teacher	Analysis of writing responses	FCAT, CELLA, District Timed Writing prompts, department developed assessments, teacher-score writing prompts
2	Ability to write in the English language	Increase opportunities for written responses with stress on the writing process.	ESOL Language Arts lead teacher	Lesson plan review, collaboration in PLCs, analysis of writing responses	department developed writing assessments, District Timed Writing prompts
3	Current writing proficiency levels	Provided cross-curriculum writing opportunities to engage students in appropriate writing activities.	Language Arts lead teacher	Increase in percentage of students meeting proficiency standards on District Timed Writing prompts	Results of District Timed Writing assessment, FCAT, CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student achievement increases when students have a variety of reading materials in the classroom.	Classroom library		\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student achievement increases when students have the proper instructional tools for implementation of programs.	Caliphone headsets, Portable CD players		\$150.00

			Subtotal: \$150.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Student achievement increases when students are exposed to a wide variety of proven instructional strategies.	District and Schoolwide PLC's		\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$350.00</b>

*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:	Our goal is to increase the percentage of students scoring within the achieved range performance levels 4-6 on mathematics section of the Florida Alternate Assessment by at least 16% (2 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5 out of 13) students tested scored at performance levels 4-6 (achieved) in reading on the Florida Alternate Assessment.	54% (7 out of 13) students tested will score at performance levels 4-6 (achieved) in reading on the Florida Alternate Assessment.

### 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 functions at a severe to moderate cognitive level of disability. This impacts their ability to process, comprehend and retain new information and skills presented.	Mathematics curriculum (Number Worlds, Touch Math, Touch Money, Unique Learning Systems) and programs are aligned with the Florida Access Points to increase.	ESE and Autism Lead Teachers	Curriculum has continual assessments incorporated within to guide the instructional programs.	Instructional program assessments, Brigance Inventory, Florida Alternate Assessment and activity rubrics.
2	Students lack prerequisite skills in the areas apply various mathematics concepts and topics	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE and Autism Lead Teachers	Complete progress monthly progress reports and update annual IEP goals	Progress reports
3	Students have difficulty maintaining continual focus during mathematics	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE and Autism Lead Teachers	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visitations

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:	Our goal is to increase the percentage of students scoring within the commended range performance levels 7 or above on mathematics section of the Florida Alternate Assessment by at least 15% (2 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4 out of 13) students tested scored at performance levels 7 (commended) in reading on the Florida Alternate Assessment.	46% (6 out of 13) students tested will score at performance levels 7 (commended) in reading on the Florida Alternate Assessment.

### 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
	Students functions at a severe to moderate	Mathematics curriculum (Number Worlds, Touch	ESE and Autism Lead Teachers	Curriculum has continual assessments	Instructional program

1	cognitive level of disability. This impacts their ability to process, comprehend and retain new information and skills presented.	Math, Touch Money, Unique Learning Systems) and programs are aligned with the Florida Access Points to increase.		incorporated within to guide the instructional programs.	assessments, Brigance Inventory, Florida Alternate Assessment and activity rubrics.
2	Students lack prerequisite skills in the areas apply various mathematics concepts and topics	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE and Autism Lead Teachers	Complete progress monthly progress reports and update annual IEP goals	Progress reports
3	Students have difficulty maintaining continual focus during mathematics	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE and Autism Lead Teachers	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visits.

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:	Our goal is to increase the percentage of students making learning gains on the mathematics of the Florida Alternate Assessment by at least 16% (2 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9 out of 13) students tested made learning gains on the mathematics section of the Florida Alternate Assessment.	85% (11 out of 13) students will make learning gains on the mathematics section of the Florida Alternate Assessment.

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 functions at a severe to moderate cognitive level of disability. This impacts their ability to process, comprehend and retain new information and skills presented.	Mathematics curriculum (Number Worlds, Touch Math, Touch Money, Unique Learning Systems) and programs are aligned with the Florida Access Points to increase.	ESE and Autism Lead Teachers	Curriculum has continual assessments incorporated within to guide the instructional programs.	Instructional program assessments, Brigance Inventory, Florida Alternate Assessment and activity rubrics
2	Students lack prerequisite skills in the areas apply various mathematics concepts and topics.	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE and Autism Lead Teachers	Complete progress monthly progress reports and update annual IEP goals.	Progress reports
3	Students have difficulty maintaining continual focus during mathematics	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE and Autism Lead Teachers	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visitations
4	Students have difficulty maintaining continual focus during mathematics	Teachers will incorporate a variety materials (manipulatives, visual aids, music, technology, etc) in lesson plans to enhance instruction and reinforce access points.	ESE and Autism Lead Teachers	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visitations
5	Students have difficulty maintaining continual focus during mathematics	Mathematic concepts integrated into Vocational and Daily Life Skills offered in real world applications	ESE and Autism Lead Teachers	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visitations



## 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 # By 2016, 59% of the students taking the math EOC will score at or above the proficiency level. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24	31	38	45	52	

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:	The goal is to increase the numbers of student sub groups making level 3 or better on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 58% (58) Black: 39% (124)	White: 40% (35) Black: 28% (62)

### 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	White: Current student skill level Black: Current student skill level Hispanic: Current student skill level Asian: Current student skill level American Indian: Current student skill level	Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	School Based Math Coach Principal and Assistant Principals	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform Departmental developed assessments  School based and district dispersed data
2	Student engagement	Teachers will increase the use of technology and other district approved resources during classroom instruction.	School Based Math Coach Principal and Assistant Principals	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform Departmental developed assessments  School based and district dispersed data
	Teacher level of experience	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs	School Based Math Coach Principal and Assistant Principals	The percentage of students making gains on the district interim benchmarks and state required assessments will	Pearson Limelight/Inform Departmental developed

3		through data analysis of formal and informal assessments.	increase.	assessments  School based and district dispersed data
---	--	---	-----------	---

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The goal is to increase the numbers of English Language Learners (ELL) making level 3 or better on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	12% (3)

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	Current student skill level	Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	School Based Math Coach Principal and Assistant Principals	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform Departmental developed assessments  School based and district dispersed data
2	Student engagement	Teachers will increase the use of technology and other district approved resources during classroom instruction.	School Based Math Coach Principal and Assistant Principals	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform Departmental developed assessments  School based and district dispersed data
3	Teacher level of experience	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs through data analysis of formal and informal assessments.	School Based Math Coach Principal and Assistant Principals	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform Departmental developed assessments  School based and district dispersed data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The goal is to increase the numbers of students with disabilities (SWD) level 3 or better on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (38)			29% (31)		
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	Current student skill level	Student achievement will increase when teachers collaborate using Lesson Study to create common lessons and assessments	school based coaches School based administrator	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Limelight/Inform Departmental developed assessments School based and district dispersed data
2	Student engagement	Teachers will increase the use of technology and other district approved resources during classroom instruction.	School based math coach School based administrator	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Limelight/Inform Departmental developed assessments School based and district dispersed data
3	Teacher level of experience	Student achievement will increase when mathematics teachers differentiate instruction through Lesson Study based upon need identified through data analysis	District and school based coaches School based administrator SLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Limelight/Inform Departmental developed assessments School based and district dispersed data

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The goal is to increase the numbers of Economically Disadvantaged students making level 3 or better on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (50)	33% (61)

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	Current student skill level	Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	District and school based math coach School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform Departmental developed assessments School based and

					district dispersed data
2	Student engagement	Teachers will increase the use of technology and other district approved resources during classroom instruction.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
3	Teacher level of experience	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs through data analysis of formal and informal assessments.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data

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:	The goal is to increase the numbers of students making level 3 or better on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (84)	31% (77 out of 247)

### 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	The instructors adopting the practice of gradually releasing the responsibility to the students	Schoolwide book study of Better Learning Through Structured Teaching by Douglas Fisher and Nancy Frey	Principal & Assistant Principals	Comparing the teacher's execution of gradual release to the academic performance of the students in that particular class.	Student engagement chart.
2	Current Student Skill Level	Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	School based Math Coach  Principal and Assistant Principals	The percentage of students making Level 3 on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
	Student engagement	Teachers will increase the use of technology	School based Math Coach	The percentage of students making Level 3	Pearson Insight/Inform

3		and other district approved resources during classroom instruction.	Principal and Assistant Principals	on the district interim benchmarks and state required assessments will increase.	Departmental developed assessments  School based and district dispersed data
4	Teacher level of experience	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs through data analysis of formal and informal assessments.	School based Math Coach  Principal and Assistant Principals	The percentage of students making Level 3 on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	The goal is to increase the numbers of students making level 4 or better on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2%(9)of the students are at level 4 or better.	12% (29)of the students are at level 4 or better.

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	Current Student Skill Level	Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	School based Math Coach  Principal and Assistant Principals	The percentage of students making Levels 4 and 5 on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
2	Student engagement	Teachers incorporate higher level questioning.	School based Math Coach  Principal and Assistant Principals	The percentage of students making Levels 4 and 5 on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
3	Teacher level of experience	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs through data analysis of formal and informal assessments.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making Levels 4 and 5 on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The goal is to increase the numbers of students making level 3 or better on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The instructors adopting the practice of gradually releasing the responsibility to the students	Schoolwide book study of Better Learning Through Structured Teaching by Douglas Fisher and Nancy Frey	Principal & Assistant Principals	Comparing the teacher's execution of gradual release to the academic performance of the students in that particular class.	Student engagement chart.
2	Students who have not passed the Algebra I EOC	Student will receive content focus for Algebra I benchmarks through their Intensive Math Classes. Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
3	Current Students Skill Level	Teachers incorporate higher level questioning.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
4	Student engagement	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs through data analysis of formal and informal assessments.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students becoming complacent with coursework.	Place them in rigorous courses.	Assistant Principal of Curriculum	Look at the number of students that are successful in the more challenging courses.	Data from AICE courses compared to AICE test results. Data from AP participation compared to AP test results.
2	Students who have not passed the Algebra I EOC.	Student will receive content focus for Algebra I benchmarks through their Intensive Math Classes. Teachers will collaborate using Lesson Study Practices to create common lessons and assessments that will scaffold student learning.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
3	Current Students Skill Level	Teachers incorporate higher level questioning.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data
4	Student engagement	Mathematics teachers differentiate instruction through Lesson Study based practices to identify student needs through data analysis of formal and informal assessments.	District and school based math coach  School based Administrator Content Areas Specific PLCs	The percentage of students making gains on the district interim benchmarks and state required assessments will increase.	Pearson Insight/Inform  Departmental developed assessments  School based and district dispersed data

*End of Geometry EOC Goals*

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
Higher Order Questioning in Mathematics	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
How to use student data Lighthouse/ Inform Training	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
Differentiated Instruction in Mathematics	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
Common Core for Mathematics	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
Lesson Planning and Delivery	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
Lesson Study Application of Math content with focus on student engagement	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
Gradual Release	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators
Student Response Systems (clickers)	9 – 12 All Math Subject Areas	District and School Based Math Coach	All Math Content Area Teachers	PLC's and Early Release Ongoing	Classroom Visitation and Observation	School Based Math Coach Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student achievement will increase when students are able to familiarize themselves with the types of questions on the assessment.	Buckle Down for Algebra I	Building	\$1,000.00
Student achievement will increase when students are able to familiarize themselves with the format of the assessment.	Algebra I EOC Online Test Preparation program	Building	\$3,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student achievement and engagement will increase when teachers utilize instructional technology to enhance mathematics instruction.	Geometer's SketchPad	Building	\$5,000.00
Student achievement and engagement will increase when teachers and student utilize instructional technology to enhance mathematics instruction and assessments.	e-Instruction CPSTM Student Response Systems (Clickers)	Building	\$8,000.00
			Subtotal: \$13,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher usage of informal assessments during instruction by assessing students	e-Instruction CPSTM Student Response Systems (Clickers)	Building	\$0.00



using clickers for immediate student feedback.	Training		
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$17,000.00</b>

*End of Mathematics Goals*

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

## 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 increase the percent of students achieving proficiency by 5% to 36%.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
64% (159)			68% (170)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher reluctance to utilize student data effectively	Effective and timely use of data to drive instruction, inform teacher decisions, to increase student proficiency levels.	Instructional Coaches District Coaches Administration	Weekly Professional Learning Communities will review academic data to ensure the effectiveness of instructional strategies, and will prepare data reports for presentation at weekly leadership meetings.	Results on Formative Assessments Results on district benchmark assessments
2	Development of common lesson plans and assessments based on state standards.	Student achievement will increase when teachers utilize appropriate research-based lesson planning.	District and School based Instructional Coaches  School based administrators	Weekly Professional Learning Community meetings to analyze effectiveness on instructional strategies on student performance and understanding of concepts as tested on End of Course exams. The primary focus will be placed on results from common formal assessments.	Pearson Limelight/Inform  Departmental developed assessments
3	Student engagement	Student achievement will increase when teachers incorporate collaborative structures into their classroom instruction.	District and School based Instructional Coaches  School based administrators	Increase in the percentage of science students who score 70% or higher on district interim progress monitoring assessments.	Pearson Limelight/Inform  Departmental developed 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
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
Gradual Release	Science 9-12	Science Coach	Science Department Teachers	Weekly PLCs	Coaching in the classroom Observations	Assistant Principal
		Principal Assistant Principal				Science Coach

Science Budget:

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

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Increase the percentage of students scoring at or above proficiency on the 2013 10th grade FCAT Writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%	94%

### 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	Current writing proficiency	Student writing achievement improves when they are provided opportunities to engage in appropriate writing activities	Language Arts lead teacher	Increase in the percentage of students meeting proficiency standards on district progress monitoring writing prompts.	Teacher Scored District Timed Writing prompts
2	Cognitive complexity shift in writing assessment and appropriate use of grammar and conventions in English	Student writing achievement improves when they are provided with direct instruction	Language Arts lead teacher	Increase in the percentage of students meeting proficiency standards on district progress monitoring writing prompts.	Teacher Scored District Timed Writing prompts
3	Students follow a common writing process to produce essays and compositions including prewriting/planning, writing/drafting, revising, editing/proofreading and publishing.	Student writing proficiency will improve when provided with opportunities to engage in the writing process and focus on tested writing benchmarks.  Conduct a needs assessment for individual students based on the results of District Timed Writing assessments  Implement a common calendar for writing instruction and formative assessments.	Language Arts lead teacher	PLC will meet to analyze individual movement of students from initial "below proficient" status towards proficiency	Teacher Scored District Timed Writing prompts

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:	Our goal is to maintain the percentage of students scoring within the achieved or commended performance levels 4 or higher on the writing section of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (4 out of 4) students tested scored at performance levels 4 or higher (achieve or commended) in writing on the Florida Alternate Assessment.			100% (4 out of 4) students tested will score at performance levels 4 or higher (achieved or commended) in writing on the Florida Alternate Assessment.		
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 functions at a severe to moderate cognitive level of disability. This impacts their ability to process, comprehend and retain new information and skills presented.	Provide various instructional opportunities for students to practice choosing and using tools/strategies for expressive, choice selection requests, preferences, feeling, information, etc within the schools day and in the community setting and/or worksite.	ESE and Autism Lead Teachers	Curriculum has continual assessments incorporated within to guide the instructional programs.	Instructional program assessments, Brigance Inventory, Florida Alternate Assessment and activity rubrics.
2	Students lack prerequisite skills in the areas apply various Science concepts and topics.	Teachers will align IEP objectives and goals with the Florida State Access Points Standards.	ESE and Autism Lead Teachers	Complete progress monthly progress reports and update annual IEP goals.	Progress reports
3	Students have difficulty maintaining continual focus during writing.	Teachers will develop meaningful lesson plans aligned with the Florida State Access Points.	ESE and Autism Lead Teachers	Weekly PLC meetings to discuss and review effective lesson planning.	Lesson plan review and administration observations/visits.

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
Content Writing Strategies	9-12	Language Arts 10th grade teachers	Reading, Social Studies and Language Arts teachers	September	walk-through visits, coaching, and individual conferences	Language Arts lead teacher
FCAT 2.0 Writing Scoring and Instructional Implications High School	9-10	DCPS	10th grade Language Arts teachers and one 9th grade teacher	October	walk-through visits, coaching, and individual conferences	Language Arts lead teacher
Using student data to inform instruction	9-12	DCPS and Language Arts lead teacher	All Language Arts teachers	October	PLC discussions and risk analysis of student progress	Language Arts lead teacher
Differentiated Instruction in Writing	9-12	Language Arts lead teacher and PLC members	All Language Arts and Social Studies teachers	November	Interdepartmental PLC discussions and analysis of student work	Language Arts and Social Studies lead teachers
Student Engagement	9-12	Assistant Principal and content area lead teachers	All content area teachers	August (initial training) and ongoing PLC focus	PLC discussions, walk-through visits, coaching, and individual conferences	content area lead teachers, coaches
			Reading, Social			

Common Core for Writing	9-12	School and district based coaches, Language Arts teachers	Studies, 2nd Period Intervention teachers, Language Arts teachers	November	walk-through visits, coaching, and individual conferences	Language Arts lead teacher and Reading Coach
Gradual Release	9-12	School-based coaches	All content area teachers	August (initial training) and ongoing PLC focus	PLC discussions and individual reflection on lesson plans	content area lead teachers
Lesson Study (PLC+)	9-12	Language Arts lead teacher	All Language Arts teachers	November	PLC discussions and individual reflection on lesson plans	Language Arts lead teacher

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student portfolios	filing system to store in each English teacher's classroom (folders, crates)	building	\$400.00
Writing references	classroom sets of dictionaries and thesauruses	building	\$0.00
Student writing journals	composition notebooks	building	\$800.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
timely/intensive feedback on student writing	digital recording hardware for verbal teacher commentary on student writing	building	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:	
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	The instructors adopting the practice of gradually releasing the responsibility to the students	Schoolwide book study of Better Learning Through Structured Teaching by Douglas Fisher and Nancy Frey	Principal & Assistant Principals	Comparing the teacher's execution of gradual release to the academic performance of the students in that particular class.	Student engagement chart.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing scores on both US History EOC and FCAT Retakes through integration of the Common Core Standards by utilizing the CIS model in US History classes with rigorous primary and secondary sources.	9-12 Social Studies	E. Kristansen/A. Hunter	Social Studies Teachers (G. Maraghy, A. Hunter, E. Timmons, B. Dukes, S. Willis, L. Campbell, S. Speight)	Whole Group (Early Release Wednesdays) Content Specific PLCs focusing on integrating CIS and Common Core in every class	1. Mini Assessments bi-weekly to track progress of students and identify areas of focus to improve through PLCs 2. Extension training of CIS 3. Cross curricular lesson planning with English teachers 4. Curriculum support through observation by academic coaches, lead teachers, and administration	A. Hunter & E. Kristansen (leads)  T. Moreland

U.S. History Budget:

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

End of U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		To decrease the percentage of students absent from and tardy to class.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
89%		91%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
182		146			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
207		166			
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	Culture and climate of neighborhood, lack of parental involvement or support	Monitor student attendance data and communicate with parents on a regular basis.	School Administration Attendance Clerk	Number of absences accrued by students during a one month period will be less than the number of absences accrued during the same month of the 11/12 school year.	School Attendance System OnCourse
2	Lack of student clubs and extracurricular activities	Promote students joining different clubs, or starting their own interest clubs. Such as Chess, or Student Government.	Activities Director	Increased number of students involved in school-sponsored groups and activities	School club rosters Attendance sheets for extracurricular activities

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	To decrease both the number of students suspended in school and out of school and the number of instances of in school and out of school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
775	698
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
410	369
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
474	427
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
293	264

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not engaged in classroom environments lead to misbehavior	Provide teachers with professional development for increasing student engagement.	Administration School Academic Coaches	Number of students receiving Office Discipline Referrals for Disobedience/Insubordination, Disrespect, and Disruptive Behavior resulting suspension will decrease.	Discipline reports, and attendance numbers, compared to teacher lesson plans.
2	Lack of student clubs and activities	Student attendance improves when students are involved in extracurricular activities.	School Administration Foundations Team All Faculty and Staff	Number of students receiving Office Discipline Referrals for Disobedience/Insubordination, Disrespect, and Disruptive Behavior resulting in suspension will decrease from same month during 11/12 academic year and from quarter to quarter during current year.	Discipline screens in genesis
3	Appropriate classroom interventions are not utilized	Incorporating a Positive Behavior Management System (CHAMPS) in place to facilitate student success.	School Administration Foundations Team All Faculty and Staff	Number of students receiving Office Discipline Referrals for Disobedience/Insubordination, Disrespect, and Disruptive Behavior resulting suspension will decrease from same month during 10/11 academic year and from quarter to quarter during current year.	Discipline screens Attendance numbers
	Home and neighborhood problems	Improved monitoring of struggling students	Rtl team, administration	Regular review of discipline data to determine students	Discipline screens

4	for students that are sometimes carried over into school	through improved RtI processes – tiered support and interventions	and all faculty and staff	who are repeat offenders	Attendance numbers Classroom monitoring logs
---	--	---	---------------------------	--------------------------	---

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

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

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

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:	To increase student promotion and graduation rates,

*Please refer to the percentage of students who dropped out during the 2011-2012 school year.	while reducing the dropout rate.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
3.3% (2011) not released for 2012	3.0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
66% (2011) not released for 2012	85%

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 often enter high school already behind and lack the motivation to catch up on credits.	Student achievement will increase when all students are in class daily.	School Administration Guidance Staff All Faculty and Staff	Students are in class and utilizing guidance services to ensure they are on track.	Current Student attendance rates Guidance counselor logs
2	Students are very disenfranchised with the educational system.	Student achievement and attendance will increase when all students feel as though they are building relationships with teachers, staff and administration.	School Administration Guidance Counselors All Faculty and Staff	Students are in class and utilizing guidance services to ensure they are on track and teachers are building relationships with students.	Current Student attendance rates Guidance counselor logs
3	Lack of student clubs and extracurricular activities	Student sense of belonging improves when students are involved in extracurricular activities and see relevance to their lives.	School Administration Activities Director All Faculty and Staff	Increased number of students involved in school-sponsored groups and activities	School club rosters Attendance sheets for extracurricular activities

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		To increase the percentage of parents involved in school activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
30%		35%			
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	Insufficient response to parent/school communication informing parents in timely manner of what events are available or happening at the school	Use literature to broaden understanding of parent involvement. Continue to use multiple media to inform parents in a timely manner of up and coming events via: Portal, Marquee, Flyers, ParentLink, newsletter web site, and word of mouth	Administration and Title I and Parent Involvement liaison	Parent and staff input/feedback Solicit input and feedback from parents using surveys	Increased attendance in events based on sign-in sheets Parent Survey results
	Parents are	Survey parent needs	Administration	Parent and staff	Increased

2	apprehensive to participate because of their own previous school experiences	and then implement need based activities that are nonthreatening and embedded with meaningful academic content	and Title I and Parent Involvement liaison	input/feedback Solicit input and feedback from parents using surveys	attendance in events based on sign-in sheets Parent Survey results
---	--	--	--	--	--

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:		To increase student access to technology.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of extracurricular activities that promote technology and engineering	Increase number of extracurricular activities offered (i.e Robotics club or engineering club)	Activities Coordinator	Increased student participation in afterschool activities	Student and faculty participation
2					
3	Funding	Apply for more grants	School Technology Coordinator	Review how often students are able to using technology in the classroom.	Number of student work submitted which requires the use of technology

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

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

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

STEM Budget:

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

## 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:		The main goal of the N. B. Forrest CTE programs is to offer students a rigorous program of study which promotes a diverse range of opportunities for students. CTE provides students with a positive environment that allows the students to become a leader in the classroom, the school and in the workforce. The CTE programs at N.B. Forrest High School will continue to make students ready for the workforce.			
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	The transient nature of the students at Forrest.	Improve the pride in the school involvement, school activities, sponsoring clubs and school paraphernalia.	CTE Lead Instructors	Membership enrollment, and if involved in school Spirit Day they are able to pair up with a classmate and work cooperatively together in a seat of their choice.	Sign in sheets for clubs and enrollments, and sign in sheets for school spirit participation.
2	Local community involvement.	Involve business partners in the local community to become members of the Advisory Boards.	CTE Lead Instructors	Fields trips to local businesses and Advisory Board input on student readiness for the workforce.	Electronically surveying students on experiences and learning gains that accompanied the trip.
3	Reading and math levels of students entering the programs.	Focus lessons or reading using analyzing the text.	CTE Lead Instructors	Students' in-class journal and student's enhancement in participation.	Monitoring students FAIR Data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE Survey Data Training	Academy Members	Smith, Y.	CTE Program Leads	Three times a year	Follow-up Surveys throughout the year	Smith, Y.
School Improvement Grant	9th-12th	Kohn, M.	School-Wide	Monthly	Attendance, and PD Documentation	Kohn, M.
Reading Strategies	9th-12th	Ackermann, J.	Electives	Mondays and Early Release Wednesdays	PLC Minutes	Kohn, M.



CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

The school climate survey (2010 most recent available) states that, 29% of the students, 44% of the parents, and 35% of the teachers feel the school provides a safe environment for teaching and learning. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. The school climate survey (2010 most recent available) states that, 29% of the students, 44% of the parents, and 35% of the teachers feel the school provides a safe environment for teaching and learning. Goal		Increase the number of stakeholders feeling that the school is a safe environment for teaching and learning.			
The school climate survey (2010 most recent available) states that, 29% of the students, 44% of the parents, and 35% of the teachers feel the school provides a safe environment for teaching and learning. Goal #1:					
2012 Current level:		2013 Expected level:			
29% of the students, 44% of the parents, and 35% of the teachers said that the school provides a safe environment for teaching and learning.		Increase the percentages for each group by a minimum of 10%. Resulting in 39% of the students, 54% of the parents, and 45% of the teachers feeling that the school provides a safe environment for teaching and learning.			
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 following the school board policies as they relate to safety and order on school grounds.	Follow the student code of conduct with fidelity.	Assistant Principals  Principal	Review of student discipline records.	School Climate Survey

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

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

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

Budget:

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

*End of The school climate survey (2010 most recent available) states that, 29% of the students, 44% of the parents, and 35% of the teachers feel the school provides a safe environment for teaching and learning. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Student achievement increases when students have a variety of reading materials in the classroom.	Classroom library		\$200.00
Mathematics	Student achievement will increase when students are able to familiarize themselves with the types of questions on the assessment.	Buckle Down for Algebra I	Building	\$1,000.00
Mathematics	Student achievement will increase when students are able to familiarize themselves with the format of the assessment.	Algebra I EOC Online Test Preparation program	Building	\$3,000.00
Writing	Student portfolios	filing system to store in each English teacher's classroom (folders, crates)	building	\$400.00
Writing	Writing references	classroom sets of dictionaries and thesauruses	building	\$0.00
Writing	Student writing journals	composition notebooks	building	\$800.00
				Subtotal: \$5,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Student achievement increases when students have the proper instructional tools for implementation of programs.	Caliphone headsets, Portable CD players		\$150.00
Mathematics	Student achievement and engagement will increase when teachers utilize instructional technology to enhance mathematics instruction.	Geometer's SketchPad	Building	\$5,000.00
Mathematics	Student achievement and engagement will increase when teachers and student utilize instructional technology to enhance mathematics instruction and assessments.	e-Instruction CPSTM Student Response Systems (Clickers)	Building	\$8,000.00
Writing	timely/intensive feedback on student writing	digital recording hardware for verbal teacher commentary on student writing	building	\$300.00
				Subtotal: \$13,450.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Student achievement increases when students are exposed to a wide variety of proven instructional strategies.	District and Schoolwide PLC's		\$0.00
	Increase teacher usage of informal			

Mathematics	assessments during instruction by assessing students using clickers for immediate student feedback.	e-Instruction CPSTM Student Response Systems (Clickers) Training	Building	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$18,850.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 10/1/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to enhance communication and security around the school. We will purchase radios for school personnel and a golf cart for security. Note: There are presently no funds available.	\$0.00

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

To support the Principal's mission and vision for the school. Meet on a monthly basis, and make decisions that will improve the academic as well as social growth of students that attend Nathan B. Forrest High School.

# 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 NATHAN B. FORREST HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	20%	49%	83%	35%	187	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	34%	60%			94	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	63% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					385	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District NATHAN B. FORREST HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	20%	55%	77%	26%	178	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	34%	64%			98	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?	36% (NO)	65% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					377	
Percent Tested = 93%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested