

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: ESCAMBIA HIGH SCHOOL

District Name: Escambia

Principal: Mr. Michael Sherrill

SAC Chair: Mrs. Lisa Fournier

Superintendent: Mr. Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>This is Mr. Sherrill's second year as principal of Escambia High School. Under his leadership the school grade has risen from a D grade to a C.</p> <p>2011-2012 AYP: Not released% Writing Proficiency Met Graduation Criterion Not Met School Grade Not Released</p> <p>READING Based upon FCAT (All Curriculum Data):</p> <p>In 2011-2012, 22% (111) of 9th grade students scored Level 3 in Reading on FCAT 2.0. In 2011-2012, 24% (97) of 10th grade students scored Level 3 in Reading on FCAT 2.0</p> <p>In 2010-2011, 27% (134) of 9th grade students scored Level 3 in Reading. In 2010-2011, 13% (54) of 10th grade students scored Level 3 in Reading.</p>

Principal

Michael Sherrill

M.Ed. in Educational Leadership; B.A. Marketing and Psychology

1

9

Based upon FCAT (All Curriculum Data):
In 2011-2012, 18% (92) of 9th grade students scored Level 4 and 5 in Reading.
In 2011-2012, 22% (90) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.

In 2010-2011, 14% (73) of 9th grade students scored Level 4 and 5 in Reading.
In 2010-2011, 17% (67) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.

Based upon Florida School Grades in the School Accountability Report (<http://schoolgrades.fldoe.org>):
In 2011-2012, 53% of 9th and 10th grade students made learning gains in Reading on FCAT 2.0.
In 2011-2012, 50% of 9th and 10th grade students in the lowest 25% made learning gains in Reading on FCAT 2.0.

ALGEBRA
In 2011-2012, 40% (132) of 9th and 10th grade students scored Level 3 in Algebra.
In 2011-2012, 17% (56) of 9th and 10th grade students scored Level 4 in Algebra.

GEOMETRY
Based upon Biology EOC (All Curriculum Data):
The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows:
group 1: 28
group 2: 34
group 3: 37

BIOLOGY
Based upon Biology EOC (All Curriculum Data):
The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows:
group 1: 28
group 2: 34
group 3: 37

WRITING
In 2011-2012, 45% (195) of students achieved Level 3 and higher in writing.
In 2010-2011, 93% of students achieved AYP in writing.
In 2011-2012, 29.9% (129) of students achieved level 4 or higher in writing.

2010-2011 AYP: 74%
Writing Proficiency Met
Graduation Criterion Not Met
School Grade: C

2009-2010 AYP: 69%
Writing Proficiency Met
Graduation Criterion Met
School Grade: D

2008-2009 AYP: 69%
Writing Proficiency Not Met
Graduation Criterion Not Met
School Grade: C

% Meeting High Standards:
2010-11 Reading 41
2010-11 Math 70
2010-11 Writing 73
2010-11 Science 47

2009-10 Reading 42
2009-10 Math 68
2009-10 Writing 81
2009-10 Science 45

2008-09 Reading 46
2008-09 Math 70
2008-09 Writing 75
2008-09 Science 40

				<p>% Making Learning Gains: 2010-11 Reading 50 2010-11 Math 74</p> <p>2009-10 Reading 46 2009-10 Math 69</p> <p>2008-09 Reading 53 2008-09 Math 74</p> <p>% of Lowest 25% Making Learning Gains: 2010-11 Reading 46 2010-11 Math 58</p> <p>2009-10 Reading 40 2009-10 Math 58</p> <p>2008-09 Reading 48 2008-09 Math 63</p>	
Assis Principal	Melia Adams	M.Ed in Educational Leadership; BA Business Education and Computer Information	5	5	<p>Under her leadership the school grade has risen from a D grade to a C.</p> <p>2011-2012 AYP: Not released% Writing Proficiency Met Graduation Criterion Not Met School Grade Not Released</p> <p>READING Based upon FCAT (All Curriculum Data):</p> <p>In 2011-2012, 22% (111) of 9th grade students scored Level 3 in Reading on FCAT 2.0. In 2011-2012, 24% (97) of 10th grade students scored Level 3 in Reading on FCAT 2.0</p> <p>In 2010-2011, 27% (134) of 9th grade students scored Level 3 in Reading. In 2010-2011, 13% (54) of 10th grade students scored Level 3 in Reading.</p> <p>Based upon FCAT (All Curriculum Data): In 2011-2012, 18% (92) of 9th grade students scored Level 4 and 5 in Reading. In 2011-2012, 22% (90) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.</p> <p>In 2010-2011, 14% (73) of 9th grade students scored Level 4 and 5 in Reading. In 2010-2011, 17% (67) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.</p> <p>Based upon Florida School Grades in the School Accountability Report (http://schoolgrades.fldoe.org): In 2011-2012, 53% of 9th and 10th grade students made learning gains in Reading on FCAT 2.0. In 2011-2012, 50% of 9th and 10th grade students in the lowest 25% made learning gains in Reading on FCAT 2.0.</p> <p>ALGEBRA In 2011-2012, 40% (132) of 9th and 10th grade students scored Level 3 in Algebra. In 2011-2012, 17% (56) of 9th and 10th grade students scored Level 4 in Algebra.</p> <p>GEOMETRY Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37</p> <p>BIOLOGY Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34</p>

Systems

group 3: 37

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% Meeting High Standards:

2010-11 Reading 41
2010-11 Math 70
2010-11 Writing 73
2010-11 Science 47

2009-10 Reading 42
2009-10 Math 68
2009-10 Writing 81
2009-10 Science 45

2008-09 Reading 46
2008-09 Math 70
2008-09 Writing 75
2008-09 Science 40

% Making Learning Gains:

2010-11 Reading 50
2010-11 Math 74

2009-10 Reading 46
2009-10 Math 69

2008-09 Reading 53
2008-09 Math 74

% of Lowest 25% Making Learning Gains:

2010-11 Reading 46
2010-11 Math 58

2009-10 Reading 40
2009-10 Math 58

2008-09 Reading 48
2008-09 Math 63

This is Mrs. Shannon's first year as an administrator at Escambia High School.

READING

Based upon FCAT (All Curriculum Data):

In 2011-2012, 22% (111) of 9th grade students scored Level 3 in Reading on FCAT 2.0.
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Assis Principal	Esi Shannon	B.S. History Education; B.S. English Education M.Ed in Educational Leadership	.1	2	<p>In 2010-2011, 17% (67) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.</p> <p>Based upon Florida School Grades in the School Accountability Report (http://schoolgrades.fldoe.org): In 2011-2012, 53% of 9th and 10th grade students made learning gains in Reading on FCAT 2.0. In 2011-2012, 50% of 9th and 10th grade students in the lowest 25% made learning gains in Reading on FCAT 2.0.</p> <p>ALGEBRA In 2011-2012, 40% (132) of 9th and 10th grade students scored Level 3 in Algebra. In 2011-2012, 17% (56) of 9th and 10th grade students scored Level 4 in Algebra.</p> <p>GEOMETRY Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37</p> <p>BIOLOGY Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37</p> <p>WRITING In 2011-2012, 45% (195) of students achieved Level 3 and higher in writing. In 2010-2011, 93% of students achieved AYP in writing. In 2011-2012, 29.9% (129) of students achieved level 4 or higher in writing.</p>
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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)
					<p>READING Based upon FCAT (All Curriculum Data):</p> <p>In 2011-2012, 22% (111) of 9th grade students scored Level 3 in Reading on FCAT 2.0. In 2011-2012, 24% (97) of 10th grade students scored Level 3 in Reading on FCAT 2.0</p> <p>In 2010-2011, 27% (134) of 9th grade students scored Level 3 in Reading. In 2010-2011, 13% (54) of 10th grade students scored Level 3 in Reading.</p> <p>Based upon FCAT (All Curriculum Data): In 2011-2012, 18% (92) of 9th grade students scored Level 4 and 5 in Reading. In 2011-2012, 22% (90) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.</p> <p>In 2010-2011, 14% (73) of 9th grade students scored Level 4 and 5 in Reading. In 2010-2011, 17% (67) of 10th graders</p>

Reading	Jessica Canales	<p>Bachelor of Arts from The University of Texas at Austin; currently working on Master of Educational Leadership from The University of Texas at Arlington</p> <p>Professional Certification in: 6-12 English 6-12 Social Sciences K-12 Reading K-12 ESOL (this hasn't been added to her certificate yet, but she has completed the coursework)</p>	2	2	<p>scored FCAT Achievement Level 4 and 5 in Reading.</p> <p>Based upon Florida School Grades in the School Accountability Report (http://schoolgrades.fldoe.org): In 2011-2012, 53% of 9th and 10th grade students made learning gains in Reading on FCAT 2.0. In 2011-2012, 50% of 9th and 10th grade students in the lowest 25% made learning gains in Reading on FCAT 2.0.</p> <p>ALGEBRA In 2011-2012, 40% (132) of 9th and 10th grade students scored Level 3 in Algebra. In 2011-2012, 17% (56) of 9th and 10th grade students scored Level 4 in Algebra.</p> <p>GEOMETRY Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37</p> <p>BIOLOGY Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37</p> <p>WRITING In 2011-2012, 45% (195) of students achieved Level 3 and higher in writing. In 2010-2011, 93% of students achieved AYP in writing. In 2011-2012, 29.9% (129) of students achieved level 4 or higher in writing.</p> <p>2010-2011 AYP: 74% Writing Proficiency Met Graduation Criterion Not Met School Grade Not Released</p> <p>2009-2010 AYP: 69% Writing Proficiency Met Graduation Criterion Met School Grade: D</p> <p>2008-2009 AYP: 69% Writing Proficiency Not Met Graduation Criterion Not Met School Grade: C</p> <p>% Meeting High Standards: 2010-11 Reading 41 2010-11 Math 70 2010-11 Writing 73 2010-11 Science 47</p> <p>2009-10 Reading 42 2009-10 Math 68 2009-10 Writing 81 2009-10 Science 45</p> <p>2008-09 Reading 46 2008-09 Math 70 2008-09 Writing 75 2008-09 Science 40</p> <p>% Making Learning Gains: 2010-11 Reading 50 2010-11 Math 74</p> <p>2009-10 Reading 46 2009-10 Math 69</p>
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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. One of the main strategies for recruitment/retention of high quality teachers at Escambia High School is to make new teachers aware of the benefits and applicable programs available through the district and state. All new teachers participate in the district New Beginnings program. This program provides information about our district's benefits package and different incentives offered by community organizations. New teachers also learn about state-sponsored programs supported by the district including the DROP program and the School Recognition Program. Escambia High School has a strong support system for beginning teachers under the auspices of the mentoring program.	Michael Sherrill	Ongoing	See description of strategy.
2	2. For more experienced teachers, Escambia High School makes teachers aware of the National Board Certification. This certification offers public recognition of the accomplishments of experienced teachers, and additional salary. Escambia High School currently has two teachers with National certification, Susan Butler and Jewel Cannada-Wynn, and several who are National Board candidates. Ms. Butler and Mrs. Cannada-Wynn actively recruit interested teachers and mentor them through the portfolio and assessment processes.	Michael Sherrill	Ongoing	See description of strategy.
3	3. Teachers at Escambia High School are encouraged to take the Clinical Educator workshop so that they will be able to have a student teacher. This allows us to early identify potentially good teachers. One of our first-year teachers was hired after an excellent semester of student teaching at our school last year.	Michael Sherrill	Ongoing	See description of strategy.
4	4. Hire NCLB highly qualified teachers. Assign consulting teacher (CT) for first year teachers. Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy). Utilize START teachers.	Michael Sherrill	Ongoing	See description of strategy.

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
There are five instructors at Escambia High School who are teaching out of field. None of these teachers has received less than an effective rating.	These teachers are currently working on their certifications in their current subject areas of instruction. Teachers are also provided the opportunity to take subject area certification tests. The school district also provides study materials for teachers who plan to take a certification test. Mentors are assigned to each new teacher.

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
105	8.6%(9)	19.0%(20)	29.5%(31)	42.9%(45)	36.2%(38)	100.0% (105)	10.5%(11)	2.9%(3)	1.0%(1)

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
Amy Hornick	Ms. Tyrone	Ms. Hornick is a veteran, experienced teacher with excellent classroom management skills. She uses differentiated curriculum in her classroom and is able to meet the needs of all her students. She will provide the encouragement and support that a new teacher needs. Ms. Tyrone is a National Board Certified Teacher. Their classrooms are in close proximity to each other. It is an excellent opportunity for Ms. Tyrone to observe Ms. Hornick's classroom and to have her close by for immediate questions.	Both teachers will participate in the Escambia County School District's "Great Beginnings" program for teacher mentoring. Mentor and mentees will plan together, select instructional materials, develop behavior management plans, plan lessons and pacing, set goals and model a lesson for the beginning teacher to observe.
		Linda Danks is a veteran, experienced teacher with excellent classroom management skills. She uses differentiated curriculum in her classroom and is able to meet the needs of all her students. She will provide the	Both teachers will participate in the Escambia County School District's "Great Beginnings" program for

Linda Danks	Valerie Wheatley	encouragement and support that a new teacher needs. Both teachers teach the same content and their classrooms are in close proximity to each other. It is an excellent opportunity for Ms. Wheatley to observe Mrs. Danks' classroom and to have her close by for immediate questions.	teacher mentoring. Mentor and mentees will plan together, select instructional materials, develop behavior management plans, plan lessons and pacing, set goals and model a lesson for the beginning teacher to observe.
Mike McCulley	Ms. Andrews	Mr. McCulley is a veteran, experienced teacher with excellent classroom management skills. He uses differentiated curriculum in his classroom and is able to meet the needs of all his students. He will provide the encouragement and support that a new teacher needs. Both teachers teach the same content and their classrooms are in close proximity to each other. It is an excellent opportunity for Ms. Andrews to observe Mr. McCulley's classroom and to have him close by for immediate questions.	Both teachers will participate in the Escambia County School District's "Great Beginnings" program for teacher mentoring. Mentor and mentees will plan together, select instructional materials, develop behavior management plans, plan lessons and pacing, set goals and model a lesson for the beginning teacher to observe.

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

For the first time in many years, Escambia High School is a Title I school. The monies (\$110,806.00) are used for additional instructor/aide/technology units.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are four Migrant students at Escambia High School. We are providing the following services to these students:

Nutritional Support

Residential Support

Dental Support

Medical Support

All the aforementioned are provided at the District level.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Title II funds are provided at the district level.

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, and we serve zero ELL students in grades 9-12. In addition, if needed, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the students at our school. This teacher assists both the classroom teacher and the ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office. At Escambia High School we have identified 28 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

No monies.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School year, our district launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, a la carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Pre-kindergarten Office.

Adult Education

Escambia High School has an on-site community school program, with a separate principal. Diploma programs for adults are offered, as well as enrichment classes for members of the community. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Escambia High School is a school of choice for students interested in one of five career paths- aeronautics, engineering, internet marketing, culinary arts and childhood education.

Escambia High School is the home of the National Flight Academy-Aviation Classroom Experience (NFA-ACE) Flight Academy, which provides students with an opportunity to gain knowledge and understanding in the field of aviation. Students follow the development of flight with non-powered flight and finish with powered flight and rocketry. They use flight simulators based on the National Flight academy (NFA) and TEQGames Aviation Classroom Experience (ACE) curriculum to get a feeling for what it is like to be a pilot and see how math and science principles are used in flight. They also visit the National Naval Aviation Museum and participate in the National Flight Academy that is currently being built. This four-course, project-based program provides students with a foundation of knowledge and technically oriented experiences in the study of aerospace technologies, their effect upon lives, and the nature of aerospace engineering, design, and problem-solving techniques and methodologies. The content and activities also support building safety, teamwork, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes, and systems in the aviation and aerospace industries. Course progression during the four years at the Academy include Aerospace Technologies I, II, III (Honors) and Advanced Applications in Technology (Honors) with targeted cohort scheduling of English I-IV, Physical Science, Technology Studies I, Biology, Geometry, World History, Chemistry and Physics. By providing an immersive, goal-based context, students are challenged to solve authentic problems and led to reflect on their decision-making and critical-thinking strategies. Constant feedback aids students in honing their skills by providing immediate information about the effectiveness of their actions.

Escambia High School is the district site for students interested in Science, Technology, Engineering & Mathematics (STEM) through our Engineering Academy. The mission of the Engineering Academy at Escambia High School is to prepare students for employment or continuation of their education in a college or university in the field of engineering or engineering technology. The engineering academies utilize the nationally recognized Project Lead The Way (PLTW <http://www.pltw.org>) high school engineering curriculum. The engineering academies engage students in a four-year sequence of courses that introduce students to the scope, rigor and field of engineering. Students explore various engineering technology systems and learn how engineers use math, science and technology in processes and solutions that benefit people. The use of state of the art design and 3D modeling software provide students with a mechanism to put in to practice their engineering knowledge to create, test, analyze and communicate their ideas. Students have the opportunity to specialize in different fields of engineering. Biotechnical Engineering is a specialization course focusing on relevant projects from the diverse fields of, bio-engineering, bio-medical engineering, and bio-molecular engineering. Students will develop advanced skills in biology, physics, technology, and mathematics and apply them to real-world biotech fields. Civil Engineering & Architecture is a specialization course focusing on an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of engineers and architects, project planning, site planning, building design, documentation, and presentation. The Engineering Academy students will be able to understand technology as a tool for problem solving; understand the scientific process, engineering problem solving and the application of technology; be prepared for the rigor of college level engineering or engineering technology programs; understand technological systems as they interface with other systems; use the principles of mathematics in their application to problem solving; communicate effectively using reading, writing, listening and speaking; and demonstrate the ability to work in teams. The Project Lead the Way Engineering Academy curriculum prepares students to enter into a career path within the Science, Technology, Engineering & Mathematics (STEM) career cluster and an opportunity to earn related industry certifications or continuation of their education in a college or university. Students who successfully complete the program may be eligible for Gold Seal/Bright Futures scholarships.

Escambia High School is the home of the new Internet Marketing Academy. This program provides students with the opportunity to learn the basics of business, marketing fundamentals, marketing strategies specific to the internet, and web design. The students begin learning the Microsoft Office Suite with basic business concepts incorporated into their lessons. They then move into learning about web design through Adobe Dreamweaver along with the basics of marketing. In their third year of the program, the students learn more about design by using Adobe Photoshop and marketing strategies and plans that are specific to the internet. This program is project based, and gives the students the chance to work hands-on with the software and business concepts that are currently being used in the industry. Outside of the classroom the students are provided with opportunities to shadow current business people working in the industry they are interested in, compete in business related competitions, and develop their leadership skills through Future Business Leaders of America. When the students complete the Internet Marketing Academy program, they leave with real world skills that will help them gain employment and an Industry certification as a Microsoft Specialist as well as an industry certification in Adobe Dreamweaver and Photoshop.

The Culinary Arts Academy is newly established and covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain foodhandler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs. Second year students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. Third year students will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills; how to develop a business plan; and utilization of

technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida. Fourth year students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will demonstrate basic financial literacy skills.

Students interested in early childhood education careers matriculate in a course of study that consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) with four occupational completion points which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC). The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight. The course ECE 1 covers the competencies in the 30 hours of DCF mandated training, the 10 hour Preschool appropriate practices course, literacy training, and general competencies for initial employment.

ECE2/3, which is a blocked course, prepares students to become preschool teachers. Students will acquire competence in activities and development of infants, toddlers, preschoolers, school age children to age eight, and special needs children. Students will acquire competence in the area of child development theories; current trends and issues; legislation; heredity; classroom management; developmentally appropriate curriculum and environments; multiculturalism; and resource files. ECE 4 prepares students to be a child development specialist. Students will acquire competence in the area of mentoring; workshop development; team building, advocacy; brain research and professional development.

Job Training

Escambia High School offers both BCE and DCT programs. O.J.T. is also available for special needs students. As detailed above, Escambia houses the National Flight Academy-Aviation Classroom Experience (NFA-ACE) Flight Academy, the Engineering Academy, Culinary Arts Academy and the Early Childhood Education Academy.

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Michael Sherrill- Principal
Melia Adams- Assistant Principal for Curriculum/Instruction
Esi Shannon- Assistant Principal for Facilities.
Tim Moran- Guidance Counselor
Instructional:
Jessica Canales
Robert Rainey
Jennifer Roberts
Diane Queen
Susan Butler
Linda Danks
Karen Corcoran
Dr. Ann Battaglia

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?

Michael Sherrill, the Principal, provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the staff, and communicates with parents regarding school-based RtI plans and activities. Rigorous Professional Development and Common Core Standards Strategy Implementation are closely aligned and focus upon creation of and requirements related to Data Notebooks by instructional staff and further Danielson Framework training to engage the instructional community at EHS in improved teaching practices and engaged, higher level learning in classrooms, as well as utilization of Sunshine Connections. The general education teachers provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials /instruction with Tier II/III activities. ESE teachers participate in the Tier process to provide support and offer strategies to the general education teacher. Reading coaches identify systematic patterns of the students' needs while working with district personnel to identify

appropriate evidence-based interventions and strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

The school psychologist(district assigned)participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

The speech teacher educates the team in the role that language plays in curriculum, assessment and instruction, as a basis for appropriate program design and helps identify systematic patterns of the student's needs with respect to language.

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 as well as the Common Core Standards Task Force will meet twice monthly to engage in the following activities:

Review screening data and link that data to instructional decisions.

Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at risk for not meeting benchmarks. Based upon that information, the team will identify professional development and resources. They will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation. Small group meetings are scheduled for each department with specific department training as well as follow up meetings. Grade level Data Teams hold regular chat meetings to further the implementation of best practices.

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), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT).

Progress Monitoring: PMRN, CIM Assessments

Midyear: FAIR, FCAT simulation

End of Year: FAIR, FCAT

Frequency of Data Days: Twice a month of data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The RTI team will also evaluate additional staff professional development needs during the RTI Leadership Team meetings. Rigorous Professional Development and Common Core Standards Strategy Implementation are closely aligned and focus upon creation of and requirements related to Data Notebooks by instructional staff and further Danielson Framework training to engage the instructional community at EHS in improved teaching practices and engaged, higher level learning in classrooms, as well as utilization of Sunshine Connections. The Leadership Team as well as the Common Core Standards Task Force will meet twice monthly. Small group meetings are scheduled for each department with specific department training as well as follow up meetings. Grade level Data Teams hold regular chat meetings to further the implementation of best practices.

Describe the plan to support MTSS.

Please see other MTSS/RTI sections.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Michael Sherrill- Principal, Melia Adams- Assistant Principal for Curriculum/Instruction, Esi Shannon- Assistant Principal for Facilities.

Michael Sherrill, the Principal, provides a common vision for the use of data-based decision making, ensures that the school based team is implementing literacy strategies, conducts assessment of literacy skills for the staff, and communicates with parents regarding school-based literacy plans and activities.

The general education teachers provide information about the core instruction, participate in student data collection, deliver literacy instruction/intervention and collaborates with other staff.

ESE teachers participate in the Tier process to provide support and offer strategies to the general education teacher.

Reading coaches identify systematic patterns of the students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

The school psychologist (district assigned) participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Additional members are:

Melia Potter

Jessica Canales

Robert Rainey

Anne Krothe

Linda Scaritt

Evan Malone

Jennifer Roberts

Linda Danks

Carol Myers

Martha Hugus

Lisa Salter

Laurie Halford

Tim Deloge

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

Michael Sherrill, the Principal, provides a common vision for the use of data-based decision making, ensures that the school based team is implementing literacy strategies, conducts assessment of reading skills for the staff, and communicates with parents regarding school-based literacy plans and activities.

The general education teachers provide information about the core instruction, participate in student data collection, delivering literacy initiatives and providing instructional data to the leadership team as the year proceeds.

The Literacy Coach, Jessica Canales, along with the Leadership Team will present the strategies and methodologies, thus, encouraging and facilitating implementation. Follow-up with all teachers will take place to ensure that all content areas are using literacy strategies. The Literacy Coach will meet monthly with each department to share ideas, answer questions, and review lesson plans that contain reading strategies. The administration will also enforce and oversee that the strategies are being taught by conducting frequent classroom walk-throughs and observations.

The Literacy Team, which is made up of teachers of all disciplines, will serve as a resource for those teachers who are unsure of how to utilize the strategies within his/her content area. The Literacy team will help to provide the instructors with helpful materials that may be modified and utilized within their classes. The Literacy Team will also promote literacy throughout the school with various activities, challenges and prizes to involve the student body, parents as well as the faculty and staff.

The Common Core State Standards Task Force members are:

Barrie Archie, Brandi Gentry, Kathryn Coxwell, Donna Bonner, Derek Boyd, Al-Ansari, Heather York, Jewel Cannada-Wynn, Willie Spears

The team is responsible for developing a plan for implementing the common core state standards, provide assistance to teachers with implementation, as well as assessing the effectiveness of the implementation strategies and trainings.

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

Fifteen literacy strategies will be selected and shared with the faculty. At the beginning of the first nine weeks, departments will meet to determine two strategies to implement that are appropriate for the department's curriculum. The second nine weeks, departments will meet to determine two additional strategies to implement or decide on an extension to the first nine weeks' strategies. The third nine weeks, departments will meet to determine two more strategies to implement. The fourth nine weeks, the departments can choose more strategies or work to refine the strategies in use.

Through embedded professional development, teachers will receive professional development (PD) through presentations, modeled literacy strategies, and collaborative practice.

Follow-up of the implementation will consist of classroom videos (Flip cameras), classroom walk-throughs and faculty share

sessions.

Teachers/departments will receive mentoring from the Literacy Team.

CRISS Training will be provided for those who have not received the training.

Peer Coaching (Pairing of teachers to share ideas and visit during instruction)

Whole Faculty Professional Development twice per month is focusing upon:

Data Analysis, Data Notebooks, Text Complexity, Higher-Order Questioning Techniques, Close Reading, Text-Based Questions, and the Comprehensive Instructional Sequence.

The Common Core State Standards Task Force members are:

Barrie Archie, Brandi Gentry, Kathryn Coxwell, Donna Bonner, Derek Boyd, Al-Ansari, Heather York, Jewel Cannada-Wynn, Willie Spears

The team is responsible for developing a plan for implementing the common core state standards, provide assistance to teachers with implementation, as well as assessing the effectiveness of the implementation strategies and trainings.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Not 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.

Rigorous Professional Development and Common Core Standards Strategy Implementation are closely aligned and focus upon creation of and requirements related to Data Notebooks by instructional staff and further Danielson Framework training to engage the instructional community at EHS in improved teaching practices and engaged, higher level learning in classrooms, as well as utilization of Sunshine Connections. The Leadership Team as well as the Common Core Standards Task Force will meet twice monthly. Small group meetings are scheduled for each department with specific department training as well as follow up meetings. Grade level Data Teams hold regular chat meetings to further the implementation of best practices. The Literacy Coach along with the Leadership Team will present the strategies and methodologies, thus, encouraging and facilitating implementation. Follow-up with all teachers will take place to ensure that all content areas are using literacy strategies. The Literacy Coach will meet monthly with each department to share ideas, answer questions, and review lesson plans that contain reading strategies. The administration will also enforce and oversee that the strategies are being taught by conducting frequent classroom walkthroughs and observations.

The Literacy Team, which is made up of teachers of all disciplines, will serve as a resource for those teachers who are unsure of how to utilize the strategies within his/her content area. The Literacy team will help to provide the instructors with helpful materials that may be modified and utilized within their classes. The Literacy Team will also promote literacy throughout the school with various activities, challenges and prizes to involve the student body, parents as well as the faculty and staff.

*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?

A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are provided reading and math materials that are based on current events.

Students are able to take vocationally related courses throughout their four years at EHS and these courses incorporate applied and integrated lessons throughout. We also incorporate career planning into their 9th grade year with visits with guidance. The Engineering Academy, Flight Academy, Culinary Arts Academy and Early Childhood Education Academy have 4 year programs providing in-depth career-based opportunities, as does BCE and DCT.

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?

A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers are provided reading and math materials that are based on current events. Students are able to take vocationally related courses throughout their four years at EHS and these courses incorporate applied and integrated lessons throughout. We also incorporate career planning into their 9th grade year with visits with guidance. The Engineering Academy, the Flight Academy, Culinary Arts Academy and Early Childhood Education Academy have 4 year programs providing in-depth career-based opportunities, as does BCE and DCT.

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](#)

Escambia High School has five academies, the Engineering Academy, the Flight Academy, Internet Marketing Academy, Culinary Arts Academy and Early Childhood Education Academy. Through these academic programs, students receive direct profession/post secondary- applicable instruction. Additional academic programs are the ever-increasing AP courses as well as dual-enrollment courses that are offered in all core subject areas. Degree-oriented programs are not the only focus, vocational careers are also addressed through the DCT and OJT programs. Enhancing the ACT and SAT scores of college-bound students is the focus of our after-school and community school ACT and SAT prep courses. The junior and senior guidance counselors check each student's transcript to ensure that they are on track for graduation eligibility, both in terms of minimal GPA and course requirements.

The High School Feedback Report Trends data indicates that a very positive increase in the majority of tracked data occurred in 2008, but then declined in 2009 to reflect more closely the 2007 data. The comprehensive Trends data from 2010 that EHS is reaching towards the state average and the administration has a 'publicity campaign' in place to increase the number of students who qualify for Bright Futures scholarships. Using the School Grades Trend Data in the School Accountability Report, academic/instructional focus is directed to maintaining/increasing the percentage of students who meet high standards in reading, math, writing and science. School and District-based inservice/workshops for instructional staff continue apace; ongoing strategies in the EHS Behavior Management Plan are in place to combat suspensions and low attendance issues.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase, by 1 percentage point, the percentage of students scoring FCAT Level 3 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based upon FCAT (All Curriculum Data): In 2010-2011, 27% (134) of 9th grade students scored Level 3 in Reading. In 2010-2011, 13% (54) of 10th grade students scored Level 3 in Reading. In 2011-2012, 22% (111) of 9th grade students scored Level 3 in Reading on FCAT 2.0. In 2011-2012, 24% (97) of 10th grade students scored Level 3 in Reading on FCAT 2.0	In 2012-2013, 23% of 9th grade students will score Level 3 in Reading on FCAT 2.0. In 2011-2012, 25% of 10th grade students will score Level 3 in Reading on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences. F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School. Provide strategies for effective/efficient study	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and

3		time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.			previous FCAT, FAIR and EOC scores, school grades.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	F.A.I.R.- Florida F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	Many students work after school and have little or no study time.	Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Administration and content area teachers, as well as club sponsors.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
9	Students do not have access to reading	Non-fiction homework program for all students	Reading teachers, media center	Surveys, FCAT scores, grades.	FAIR, FCAT 2.0, PERT, EOC scores.

	materials at home.	enrolled in reading.	specialist.		
10	Poor attendance and behavioral difficulties in class.	Teachers of reading and math classes will meet twice monthly with administration to report on the progress of students, administration will conference with the students.	Reading and math and other content area teachers, literacy specialist, administration.	Grades, attendance, and behavioral data in reading and math classes of the students identified in the conferences.	Documentation of conferences, actions taken, and progress.
11	Mobility of students throughout the district.	Aligned curriculum for each grade level consistent with district pacing guides.	Reading teachers, literacy specialist, district reading personnel.	Grades, attendance, and FAIR, FCAT 2.0, PERT, EOC scores.	FAIR, FCAT 2.0, PERT, EOC scores.
12	Students have limited access to help outside of the classroom.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed from any web-based computer.	Literacy specialist, teachers of Algebra, Geometry, Biology, Reading, English and other content areas.	Number of students who participate in the online programs.	Comparison of current and previous FCAT, FAIR and EOC scores, school grades.
13	A large number of students enter the 9th grade with content area skills that are below grade level.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed from any web-based computer. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas. FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons.	Administration, department heads and reading, mathematics and science teachers and all content area teachers.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades. Grades, daily attendance rate, and FAIR, FCAT 2.0, PERT, EOC scores.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.

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:	Not applicable to Escambia High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to Escambia High School.	Not applicable to Escambia High School.

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	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase, by 1 percentage point, the percentage of students scoring FCAT Level 4 and 5 in Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Based upon FCAT (All Curriculum Data): In 2010-2011, 14% (73) of 9th grade students scored Level 4 and 5 in Reading. In 2010-2011, 17% (67) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading. In 2011-2012, 18% (92) of 9th grade students scored Level 4 and 5 in Reading. In 2011-2012, 22% (90) of 10th graders scored FCAT Achievement Level 4 and 5 in Reading.	In 2012-2013, 19% of 9th grade students will score Level 4 and 5 in Reading. In 2012-2013, 23% of 10th grade students will score Level 4 and 5 in Reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of 2009 vs. 2010 FCAT scores, school grades and NCLB-AYP.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Comparison of 2010 FCAT scores with 2011 FCAT math scores.

7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	New standards and new FCAT specifications. Class size.	ACT/SAT preparation, vocabulary studies. Differentiated instruction, intensive instruction in the cluster areas of the FCAT. Rigorous and relevant instruction. ACT/SAT preparation. Vocabulary studies.	Administration and reading teachers.	Bell ringers, focus lesson assessments, FCAT scores	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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:	Not applicable to Escambia High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to Escambia High School.	Not applicable to Escambia High School.

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	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase, by 1 percentage point, the percentage of students making Learning Gains in reading on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based upon Florida School Grades in the School Accountability Report (http://schoolgrades.fldoe.org): In 2011-2012, 53% of 9th and 10th grade students made learning gains in Reading on FCAT 2.0.	In 2012-2013, 54% of 9th and 10th grade students will make learning gains in Reading on FCAT 2.0.

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
	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in	Administration, department heads and reading, mathematics and	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus

1		the cluster areas of FCAT, Rigorous and relevant instruction.	science teachers.		lesson assessments, comparison of 2009 vs. 2010 FCAT scores, school grades and NCLB-AYP.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Comparison of 2010 FCAT scores with 2011 FCAT math scores.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	New standards, new FCAT specifications. Teacher accountability.	Student collaboration. FCAT chats/small groups. Differentiated instruction, intensive instruction in the cluster areas of FCAT.	Administration, reading teachers and ESE teachers.	Bell ringers, focus lesson assessments, FCAT scores	Focus lesson assessments and other classroom assessments. F.A.I.R.- Florida Assessment for Instruction in Reading. Comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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:	Not applicable to Escambia High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not applicable to Escambia High School.			Not applicable to Escambia High School.		
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	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.	Not applicable to Escambia High School.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase, by 1 percentage point, the percentage of students in the lowest 25% making Learning Gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 50% of 9th and 10th grade students in the lowest 25% made learning gains in Reading on FCAT 2.0.	In 2011-2012, 51% of 9th and 10th grade students in the lowest 25% will make learning gains in Reading on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of 2009 vs. 2010 FCAT scores, school grades and NCLB-AYP.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.

6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Comparison of 2010 FCAT scores with 2011 FCAT math scores.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	New standards and new FCAT specifications. Class size. Teacher accountability.	Student collaboration, FCAT chats, small groups. Differentiated instruction, intensive instruction in the cluster areas of FCAT. Rigorous and relevant instruction. Increase fluency and comprehension.	Administration, reading teachers and ESE teachers.	Bell ringers, focus lesson assessments, anecdotal notes, FCAT scores.	SRI- Scholastic Reading Inventory, Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, Escambia High School will reduce its achievement gap in reading by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	55	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase, by one percentage point, the proficiency of each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficiency of subgroups in 2012: Asian 63% Black 18% Hispanic 49% White 56%	In 2012-2013, at EHS, the following racial groups will meet the criteria for measurement: Asian 64% Black 19% Hispanic 50% White 57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of 2009 vs. 2010

					FCAT scores, school grades and NCLB-AYP.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Comparison of 2010 FCAT scores with 2011 FCAT math scores.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	New standards and new FCAT specifications. Class size. Teacher accountability.	Student collaboration, FCAT chats, small groups. Differentiated instruction, intensive instruction in the cluster areas of FCAT. Rigorous and relevant instruction. Increase fluency and comprehension.	Administration, reading teachers and ESE teachers.	Bell ringers, focus lesson assessments, anecdotal notes, FCAT scores.	SRI- Scholastic Reading Inventory, Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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:	At EHS there is no measurable percentage of ELL students who made learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At EHS there is no measurable percentage of ELL students who made learning gains in Reading.	At EHS there is no measurable percentage of ELL students who made learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of 2009 vs. 2010 FCAT scores, school grades and NCLB-AYP.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Comparison of 2010 FCAT scores with 2011 FCAT math scores.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase the proficiency of students with disabilities by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities not making satisfactory progress in 2012 was 90%.	In 2012-2013, 89% of SWD students will not make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of 2009 vs. 2010 FCAT scores, school grades and NCLB-AYP.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of 2010 vs. 2011 FCAT scores, school grades and NCLB-AYP.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Comparison of 2010 FCAT scores with 2011 FCAT math scores.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	New standards, new FCAT specifications, teacher accountability.	Student collaboration, FCAT chats, small groups. Differentiated instruction, intensive instruction in the cluster areas of FCAT. Rigorous and relevant instruction. Increase fluency and comprehension.	Administration, reading teachers and ESE teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes	F.A.I.R.- Florida Assessment for Instruction in Reading, SRI-Scholastic Reading Inventory, Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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.

Increase the proficiency of Economically Disadvantaged

Reading Goal #5E:	students by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 70% of Economically Disadvantaged students did not make adequate progress in Reading.	In 2012-2013, 69% of Economically Disadvantaged students will have not made satisfactory progress 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	New standards and new FCAT specifications. Class size. Teacher accountability.	Student collaboration, FCAT chats, small groups. Differentiated instruction, intensive instruction in the cluster areas of FCAT. Rigorous and relevant instruction. Increase fluency and comprehension.	Administration, reading teachers and content area teachers.	Bell ringers, focus lesson assessments, anecdotal notes, FCAT scores.	SRI- Scholastic Reading Inventory, Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk of dropping out.	Grade level counselors.	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	All content area teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.
8	New standards and new FCAT specifications. Class size.	ACT/SAT preparation, vocabulary studies. Differentiated instruction, intensive instruction in the cluster areas of the FCAT. Rigorous and	Administration and reading teachers	Bell ringers, focus lesson assessments, FCAT scores	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC

		relevant instruction. ACT/SAT preparation. Vocabulary studies.		scores, school grades.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
*Data Driven Instruction *Implementation of Common Core Instruction *Text Complexity *Close Reading	All content areas, grades 9-12	Administration and reading coach	All content areas, grades 9-12	Twice monthly	Lesson plans Teacher evaluations	Administration and reading coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension and fluency; improved reading in all content areas.	Update Reading 180- for intervention and instruction of Level 1 readers.	Operational budget	\$50,000.00
			Subtotal: \$50,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension and fluency; improved reading in all content areas	ACT Online; USA Prep	Title 1	\$1,450.00
			Subtotal: \$1,450.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improved teaching methods	CRISS, E3, Read 1 Endorsement; Two hour reading workshops; Buddy Master, Star Teacher for new reading teachers.	Operational Budget	\$10,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension and fluency; improved reading in all content areas	Additional reading materials (that are age appropriate) from Edge Reading Program; supplemental reading materials; Common Core Implementation books for all content areas; non-fiction classroom libraries	Title 1	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$81,450.00

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:			Not applicable-Escambia High School is not an ESOL Center School		
2012 Current Percent of Students Proficient in listening/speaking:					
Not applicable-Escambia High School is not an ESOL Center School					
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	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School

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:			Not applicable-Escambia High School is not an ESOL Center School		
2012 Current Percent of Students Proficient in reading:					
Not applicable-Escambia High School is not an ESOL Center School					
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	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			Not applicable-Escambia High School is not an ESOL Center School		
2012 Current Percent of Students Proficient in writing:					

Not applicable-Escambia High School is not an ESOL Center School

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	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:		Not applicable to Escambia High School			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable to Escambia High School		Not applicable to Escambia High School			
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	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School

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:		Not applicable to Escambia High School			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable to Escambia High School		Not applicable to Escambia High School			
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	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School

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:		Not applicable to Escambia High School			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not applicable to Escambia High School		Not applicable to Escambia High School			

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	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # In six years, Escambia High School will reduce its achievement gap in mathematics by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase, by one percentage point, the proficiency of each subgroup by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, at EHS, only the following racial groups did not meet satisfactory progress in Algebra: White: 33% Black: 58% Hispanic: 24%	In 2012-2013, at EHS, the following racial groups will meet the criteria for measurement: White: 32% Black: 57% Hispanic: 23%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.

3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT and EOC scores.	Comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.

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:	Not applicable to Escambia High School
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to Escambia High School	Not applicable to Escambia High School

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	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School

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:	Increase, by one percentage point, the proficiency of Students with Disabilities (SWD) subgroup by one percentage point, aiming for the target of XX%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, at EHS, 73% of the Students with Disabilities (SWD) did not make satisfactory progress in Algebra.	In 2012-2013, at EHS, the percentage of Students with Disabilities not making satisfactory progress in Algebra will decrease to 72%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R. - Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT/EOC formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT and EOC scores.	Comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.

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.	Increase, by one percentage point, the proficiency of Economically Disadvantaged students by one percentage
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Mathematics Goal E:	point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, at EHS, 48% of the Economically Disadvantaged Students' did not make satisfactory progress in Algebra.	In 2012-2013, at EHS, the percentage of Economically Disadvantage Students not making satisfactory progress in Algebra will decrease to 47%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT/EOC formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT and EOC scores.	Comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase, by 1 percentage point, the percentage of students scoring at Achievement Level 3 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 40% (132) of 9th and 10th grade students scored Level 3 in Algebra.	In 2012-2013, 41% of 9th and 10th grade students will score Level 3 in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences. F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
2	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
3	Students proficiently comprehending word problems.	FCAT formatting on class tests. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school

		Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.			grades.
4	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
5	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	F.A.I.R.- Florida F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
6	Many students work after school and have little or no study time.	Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Administration and content area teachers, as well as club sponsors.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
7	Students do not have access to reading materials at home.	Non-fiction homework program for all students enrolled in reading.	Reading teachers, media center specialist.	Surveys, FCAT scores, grades.	FAIR, FCAT 2.0, PERT, EOC scores.
8	Poor attendance and behavioral difficulties in class.	Teachers of reading and math classes will meet twice monthly with administration to report on the progress of students, administration will conference with the students.	Reading and math and other content area teachers, literacy specialist, administration.	Grades, attendance, and behavioral data in reading and math classes of the students identified in the conferences.	Documentation of conferences, actions taken, and progress.
9	Mobility of students throughout the district.	Aligned curriculum for each grade level consistent with district pacing guides.	Reading teachers, literacy specialist, district reading personnel.	Grades, attendance, and FAIR, FCAT 2.0, PERT, EOC scores.	FAIR, FCAT 2.0, PERT, EOC scores.
10	Students have limited access to help outside of the classroom.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed from any web-based computer.	Literacy specialist, teachers of Algebra, Geometry, Biology, Reading, English and other content areas.	Number of students who participate in the online programs.	Comparison of current and previous FCAT, FAIR and EOC scores, school grades.
	A large number of students enter the 9th	USA Test Prep, Number2.com, and ACT	Administration, department heads	Attendance at tutoring sessions. F.A.I.R.-	Attendance at tutoring sessions.

11	grade with content area skills that are below grade level.	Online are web-based test taking programs which can be accessed from any web-based computer. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas. FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons.	and reading, mathematics and science teachers and all content area teachers.	Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades. Grades, daily attendance rate, and FAIR, FCAT 2.0, PERT, EOC scores.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
12	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
13	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
14	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
15	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs.

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:	Increase, by 1 percentage point, the percentage of students scoring at Achievement Level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 17% (56) of 9th and 10th grade students scored Level 4 in Algebra.	In 2012-2013, 18% of 9th grade students will score Level 4 in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT and EOC scores.	Comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT/EOC simulation; classroom walk-throughs.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Increase, by 1 percentage point, the percentage of

Geometry Goal #1:	students scoring at Achievement Level 3 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The district and state mean scale scores are 49 and 53, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 23 group 2: 36 group 3: 41	In 2012-2013, the percentage of students in groups 1 and 2 will decrease, and students in group 3 will increase to: group 1: 22 group 2: 35 group 3: 43

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences. F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
2	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
3	Students proficiently comprehending word problems.	FCAT formatting on class tests. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses. Provide strategies for	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	F.A.I.R.- Assessment for Instruction in

4		effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.			Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
5	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	F.A.I.R.- Florida F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
6	Many students work after school and have little or no study time.	Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Administration and content area teachers, as well as club sponsors.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
7	Students do not have access to reading materials at home.	Non-fiction homework program for all students enrolled in reading.	Reading teachers, media center specialist.	Surveys, FCAT scores, grades.	FAIR, FCAT 2.0, PERT, EOC scores.
8	Poor attendance and behavioral difficulties in class.	Teachers of reading and math classes will meet twice monthly with administration to report on the progress of students, administration will conference with the students.	Reading and math and other content area teachers, literacy specialist, administration.	Grades, attendance, and behavioral data in reading and math classes of the students identified in the conferences.	Documentation of conferences, actions taken, and progress.
9	Mobility of students throughout the district.	Aligned curriculum for each grade level consistent with district pacing guides.	Reading teachers, literacy specialist, district reading personnel.	Grades, attendance, and FAIR, FCAT 2.0, PERT, EOC scores.	FAIR, FCAT 2.0, PERT, EOC scores.
10	Students have limited access to help outside of the classroom.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed from any web-based computer.	Literacy specialist, teachers of Algebra, Geometry, Biology, Reading, English and other content areas.	Number of students who participate in the online programs.	Comparison of current and previous FCAT, FAIR and EOC scores, school grades.
	A large number of students enter the 9th grade with content area skills that are below grade level.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed from any web-based computer. Provide strategies for effective/efficient study time, such as "see, hear, say".	Administration, department heads and reading, mathematics and science teachers and all content area teachers.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades. Grades, daily attendance rate,	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT,

11		Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas. FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons.		and FAIR, FCAT 2.0, PERT, EOC scores.	FAIR and EOC scores, school grades.
12	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
13	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT/EOC quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT/EOC simulation; classroom walk-throughs.

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:	Increase, by 1 percentage point, the percentage of students scoring at Achievement Level 4 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The district and state mean scale scores are 49 and 53, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 23 group 2: 36 group 3: 41	In 2012-2013, the percentage of students in groups 1 and 2 will decrease, and students in group 3 will increase to: group 1: 22 group 2: 35 group 3: 43

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
	Attendance challenges,	Increase personal	Grade level	Number of parent	Documentation of

2	study habits, homelife issues, family financial, psychological and emotional crises.	contact with the guardians of students at risk.	counselors	conferences.	number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT/EOC formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, FCAT data.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT and EOC scores.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT/EOC review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT/EOC simulation; classroom walk-throughs. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
*Data Driven Instruction *Implementation of Common Core Instruction *Text Complexity *Close Reading	All content areas, grades 9-12	Administration and reading coach	All content areas, grades 9-12	Twice monthly	Lesson plans Teacher evaluations	Administration and reading coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation and improved math skills in algebra and geometry	USA Test Prep	Title 1	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$700.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Not applicable to Escambia High School
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to Escambia High School	Not applicable to Escambia High School

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	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School

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:	Not applicable to Escambia High School
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable to Escambia High School	Not applicable to Escambia High School

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	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School	Not applicable to Escambia High School

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Increase, by 1%, the percentage of students achieving proficiency in Biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37	In 2012-2013, the percentage of students in groups 1 and 2 will decrease, and students in group 3 will increase to: group 1: 27 group 2: 33 group 3: 39

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

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:	Increase, by 1%, the percentage of students achieving at or above Level 4 in Biology.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Based upon Biology EOC (All Curriculum Data): Based upon Biology EOC (All Curriculum Data): The district and state mean scale scores are 50 and 49, respectively. Data has been divided into thirds (groups 1,2,3). EHS numbers in each grouping are as follows: group 1: 28 group 2: 34 group 3: 37	In 2012-2013, the percentage of students in groups 1 and 2 will decrease, and students in group 3 will increase to: group 1: 27 group 2: 33 group 3: 39
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction.	Administration, department heads and reading, mathematics and science teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending word problems.	FCAT formatting on class tests.	Math teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses	Reading, Math and Science teachers.	Bell ringers, focus lesson assessments, EOC/FCAT data.	Focus lessons; F.A.I.R.- Florida Assessment for Instruction in Reading. Focus

5					lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT and EOC scores.	F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT/EOC quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT/EOC simulation; classroom walk-throughs. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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
*Data Driven Instruction *Implementation of Common Core Instruction *Text Complexity *Close Reading	All content areas, grades 9-12	Administration and reading coach	All content areas, grades 9-12	Twice monthly	Lesson plans Teacher evaluations	Administration and reading coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation and improved biology skills	USA Test Prep	Title 1	\$350.00
			Subtotal: \$350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Enhanced teaching skills	Science faculty attends Bioscope training	Operational Budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$350.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase, by 1%, the percentage of students achieving Level 3 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010-2011, 93% of students achieved AYP in writing. In 2011-2012, 45% (195) of students achieved Level 3 and higher in writing.	In 2012-2013, 46% of students will achieve Level 3 or higher 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	Attendance challenges, study habits, homelife issues, family financial and psychological/emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
2	No FCAT standards in Writing.	Six Traits of Writing, Group Writing, Peer editing, Step Up to Writing.	Language Arts teachers	Informal classroom assessment; FCAT/Escambia Writes scores	Assessment of beginning of year writing scores with end of year
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Teachers in all content areas.	Bell ringers, focus lesson assessments, EOC/FCAT data.	Focus lessons; F.A.I.R.- Florida Assessment for

4					Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	FCAT/EOC quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT/EOC simulation; classroom walk-throughs. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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:	Increase, by 1%, the percentage of students achieving Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 29.9% (129) of students achieved level 4 or higher in writing.	In 2012-2013, 30.9% of students will achieve level 4 or higher 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	Attendance challenges, study habits, homelife issues, family financial and psychological/emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences.
2	No FCAT standards in Writing.	Six Traits of Writing, Group Writing, Peer editing. Step Up to Writing.	Language Arts teachers	Informal classroom assessment; FCAT/Escambia Writes scores	Assessment of beginning of year writing scores with end of year
3	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options, Compass Ed. and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Teachers in all content areas.	Bell ringers, focus lesson assessments, EOC/FCAT data.	Focus lessons; F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson

4					assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
5	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses.	Teachers in all content areas.	Bell ringers, focus lesson assessments, EOC/FCAT data.	Focus lessons; F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers	FCAT/EOC quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT/EOC simulation; classroom walk-throughs. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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
*Data Driven Instruction *Implementation of Common Core Instruction *Text Complexity *Close Reading	All content areas, grades 9-12	Administration and reading coach	All content areas, grades 9-12	Twice monthly	Lesson plans Teacher evaluations	Administration and reading coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students' writing scores by enhancing teachers' instructional pedagogical skills.	Step Up to Writing Workshop	Operational budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	TBA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Field test data only.	TBA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences. F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
	Over-age students, due	Grade recovery	Administration	Number of students	F.A.I.R.-

2	to multiple retention, who exhibit disconnection to school.	opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	and guidance counselors.	who enroll in credit recovery programs.	Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
3	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, mathematics and science; department chairs and subject area teachers.	FCAT scores.	F.A.I.R.- Florida F.A.I.R.- Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
4	Many students work after school and have little or no study time.	Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas.	Administration and content area teachers, as well as club sponsors.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
5	Students do not have access to reading materials at home.	Non-fiction homework program for all students enrolled in reading.	Reading teachers, media center specialist.	Surveys, FCAT scores, grades.	FAIR, FCAT 2.0, PERT, EOC scores.
6	Poor attendance and behavioral difficulties in class.	Teachers of reading and math classes will meet twice monthly with administration to report on the progress of students, administration will conference with the students.	Reading and math and other content area teachers, literacy specialist, administration.	Grades, attendance, and behavioral data in reading and math classes of the students identified in the conferences.	Documentation of conferences, actions taken, and progress.
7	Mobility of students throughout the district.	Aligned curriculum for each grade level consistent with district pacing guides.	Reading teachers, literacy specialist, district reading personnel.	Grades, attendance, and FAIR, FCAT 2.0, PERT, EOC scores.	FAIR, FCAT 2.0, PERT, EOC scores.
8	Students have limited access to help outside of the classroom.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed from any web-based computer.	Literacy specialist, teachers of Algebra, Geometry, Biology, Reading, English and other content areas.	Number of students who participate in the online programs.	Comparison of current and previous FCAT, FAIR and EOC scores, school grades.
	A large number of students enter the 9th grade with content area skills that are below grade level.	USA Test Prep, Number2.com, and ACT Online are web-based test taking programs which can be accessed	Administration, department heads and reading, mathematics and science teachers	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson	Attendance at tutoring sessions. F.A.I.R.- Florida Assessment for Instruction in

9		from any web-based computer. Provide strategies for effective/efficient study time, such as "see, hear, say". Saturday study hall opportunities, as well as early morning and after school tutoring provided by National Honor Society and Mu Alpha Theta- Math Honor Society, which also tutors in other content areas. FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating FCAT standards into regular lessons.	and all content area teachers.	assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades. Grades, daily attendance rate, and FAIR, FCAT 2.0, PERT, EOC scores.	Reading. Focus lesson assessments, comparison of current and previous FCAT, FAIR and EOC scores, school grades.
10	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction	Administration, department heads and reading, social studies teachers and other content area teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
11	Students proficiently comprehending text and ancillary materials.	FCAT/EOC formatting on class tests.	All content area teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
12	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses	Social studies teachers and all other content area teachers.	Bell ringers, focus lesson assessments, EOC/FCAT data.	Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
13	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating EOC/FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	EOC/FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs. Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus

					lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New standards and new FCAT specifications. Class size.	Student collaboration, FCAT chats/small groups, Differentiated instruction, Intensive instruction in the cluster areas of FCAT, Rigorous and relevant instruction	Administration, department heads and reading, social studies teachers and other content area teachers.	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
2	Attendance challenges, study habits, homelife issues, family financial, psychological and emotional crises.	Increase personal contact with the guardians of students at risk.	Grade level counselors	Number of parent conferences.	Documentation of number of parent conferences
3	Over-age students, due to multiple retention, who exhibit disconnection to school	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors	Number of students who enroll in credit recovery program	Data collection of student enrollment in recovery programs.
4	Students proficiently comprehending text and ancillary materials.	FCAT/EOC formatting on class tests.	All content area teachers	Bell ringers, focus lesson assessments, FCAT scores, anecdotal notes.	Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
	Logistics of identifying individual students' weaknesses.	Identify individual students' weaknesses	Social studies teachers and all other content area teachers.	Bell ringers, focus lesson assessments, EOC/FCAT data.	Focus lesson assessments, F.A.I.R.- Florida Assessment for

5					Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
6	New state benchmarks and state assessment changes.	Teacher inservice.	Subject area specialists for reading, social studies; department chairs and subject area teachers.	EOC/FCAT scores.	Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.
7	Teacher accountability	FCAT review; bell ringers; differentiated instruction; standard-based instruction; incorporating EOC/FCAT standards into regular lessons	Administration, department heads, START teacher and mentor teachers.	EOC/FCAT quizzes, subject area test scores; FCAT investigations	Classroom assessments and FCAT simulation; classroom walk-throughs. Focus lesson assessments, F.A.I.R.- Florida Assessment for Instruction in Reading. Focus lesson assessments, comparison of current vs. previous FCAT, FAIR and EOC scores, school grades.

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
*Data Driven Instruction *Implementation of Common Core Instruction *Text Complexity *Close Reading	All content areas, grades 9-12	Administration and reading coach	All content areas, grades 9-12	Twice monthly	Lesson plans Teacher evaluations	Administration and reading coach

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase, by 1%, the daily attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2010-2011, the daily attendance rate was 91.8. In 2011-2012, the daily attendance rate was 91.9.	In 2012-2013, the expected daily attendance rate will be 92.9%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2010-2011, the number of students with excessive absences was 846-calculated upon more than 9, rather than 10. In 2011-2012, the number of students with excessive absences was 951-calculated upon more than 9, rather than 10.	In 2012-2013, the number of students with excessive absences will not exceed 941.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2010-2011, the number of students with excessive tardies was 292-calculated upon more than 9, rather than 10. In 2011-2012, the number of students with excessive tardies was 219-calculated upon more than 9, rather than 10.	In 2012-2013, the expected number of students with excessive tardies will not exceed 216.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance challenges, study habits, homelife issues, family financial and psychological/emotional crises, generational/family pattern of dropping out of school.	Increase personal contact with the guardians of students at risk, quarterly drawings for students with perfect attendance, academic contracts.	Grade level counselors, deans.	Number of parent conferences, number of students eligible for quarterly drawings.	Documentation of number of parent conferences, number of students eligible for quarterly drawings.
2	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.
3	Multi-student incidents requiring disciplinary action could have negative impact on data.	Strong teacher presence in hallways during class changes; deans and administrators monitor lunches, Increase personal contact with the guardians of students at risk; drawing for rewards for not getting referrals, academic contracts, "Caught Ya Being Good" recognition program connected to quarterly random drawings	Administration and deans	Number of referrals.	Data collection-referrals.
4	Families are increasingly disconnecting land lines, solely utilizing cell phones and have not informed the school of number changes.	Each student who is absent will receive a phone call informing the parent that their child was absent that day.	Administration, deans and guidance.	Call system, and its software, which indicates how the call was received.	Daily attendance.

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
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

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

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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:	Decrease, by 1%, the number of out-of-school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2010-2011, the total number of in-school suspensions was 736. In 2011-2012, the total number of in-school suspensions was 674.	The total number of in-school suspensions will not exceed 667.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2010-2011, the total number of students suspended in school was 407. In 2011-2012, the total number of students suspended in school was 414.	The total number of students suspended in school will not exceed 409.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2010-2011, the number of out-of-school suspensions was 681. In 2011-2012, the number of out-of-school suspensions was 620.	The number of out-of-school suspensions will not exceed 614.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2010-2011, the total number of students suspended out of school was 361. In 2011-2012, the total number of students suspended out of school was 340.	The total number of students suspended out of school will not exceed 337.

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
	Attendance challenges, study habits, homelife issues, family financial and psychological/emotional	Increase personal contact with the guardians of students at risk; drawing for rewards for not getting	Deans, administration and Grade level counselors.	Number of parent conferences, number of referrals, number of students placed in drawings.	Documentation of number of parent conferences, number of referrals, number

1	crises.	referrals, academic contracts, "Caught Ya Being Good" recognition program connected to quarterly random drawings			of students placed in drawings.
2	Multi-student incidents requiring disciplinary action could have negative impact on data.	Stong teacher presence in hallways during class changes; deans and administrators monitor lunches, Increase personal contact with the guardians of students at risk; drawing for rewards for not getting referrals, academic contracts, "Caught Ya Being Good" recognition program connected to quarterly random drawings	Administration and deans	Number of referrals.	Data collection-referrals.
3	Students with multiple referrals.	Contact with parents; behavior contracts; placement in alternative education facility.	Administration and deans	Number of referrals.	Data collection-referrals.

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Decrease, by .01%, the percentage of students who drop out.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
In 2008-2009, the dropout rate was 1.6%. In 2009-2010, the dropout rate was 1.9%. In 2010-2011, the dropout rate was XX%. The data for the 2010-2011 school year is not available until the late fall of 2011.	In 2011-2012, the percentage of students who drop out will not exceed XX%. *Drop-out data for the previous school year is not available until the release of the Florida School Grades Report in the fall of the next school year.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
In 2008-2009, the graduation rate was 79%. In 2009-2010, the graduation rate was 81%. In 2010-2011, the graduation rate was 82%.	In 2011-2012, the expected graduation rate will be 83%. *Drop-out data for the previous school year is not available until the release of the Florida School Grades Report in the fall of the next school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance challenges, study habits, home life issues, family financial and psychological/emotional crises, generational/family pattern of dropping out of school.	Increase personal contact with the guardians of students at risk, quarterly drawings for students with perfect attendance, academic contracts.	Grade level counselors, deans.	Number of parent conferences, number of students eligible for quarterly drawings.	Documentation of number of parent conferences, number of students eligible for quarterly drawings.
2	Over-age students, due to multiple retention, who exhibit disconnection to school.	Grade recovery opportunities through Escambia Virtual Academy, Florida Virtual School, Ed. Options and Community School.	Administration and guidance counselors.	Number of students who enroll in credit recovery programs.	Data collection of student enrollment in recovery programs.

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

NA	NA	NA	NA	NA	NA	NA
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Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase, by one, the number of parent activities that have an academic focus.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-2012, academically-focused parent activities at Escambia High School includedXXXXXX.	In 2012-2013, the total number of academically-focused activities will be XXXX.

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	Pattern of decreasing parental involvement as students enter higher grade levels, as compared to elementary school years.	Utilize all call system to catalyze parental interest in activities at EHS; "Get Acquainted with EHS" dinner; PTSA representation at all EHS events via	Administration	Increased attendance by parents, documented by sign in sheets.	Increased attendance.

		identifiable T-shirts/buttons that solicit joining PTSA.			
2	Parents' work schedules prevent them from attending activities.	Rotate the hours of activities to make them more flexible for parents.	Administration.	Increased attendance by parents, documented by sign in sheets.	Increased attendance.
3	Parents' awareness of the academic events.	EHS webpage, print, media, and call out system	Administration.	Increased attendance by parents, documented by sign in sheets, climate survey results.	Increased attendance by parents, documented by sign in sheets, climate 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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

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

Maintain, or increase by 1, the number of technology-related academies.

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	Adequate funding and facilities to operate and house programs.	Form STEM committee made up of school-based personnel to formulate long-term expansion plan for current and future technology-related academies.	Administration.	Enrollment in programs.	Enrollment in programs.

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
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$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:			Maintain, or increase by 1, the number of technology-related academies.		
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	Adequate funding and facilities to operate and house programs.	Form CTE committee made up of school-based personnel to formulate long-term expansion plan for current and future career and technology-related academies.	Administration	Enrollment in programs.	Enrollment in programs.

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
NA	NA	NA	NA	NA	NA	NA

CTE Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Comprehension and fluency; improved reading in all content areas.	Update Reading 180-for intervention and instruction of Level 1 readers.	Operational budget	\$50,000.00
CELLA	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
U.S. History	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$50,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Comprehension and fluency; improved reading in all content areas	ACT Online; USA Prep	Title 1	\$1,450.00
CELLA	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
Mathematics	Remediation and improved math skills in algebra and geometry	USA Test Prep	Title 1	\$700.00
Science	Remediation and improved biology skills	USA Test Prep	Title 1	\$350.00
Writing	NA	NA	NA	\$0.00
U.S. History	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improved teaching methods	CRISS, E3, Read 1 Endorsement; Two hour reading workshops; Buddy Master, Star Teacher for new reading teachers.	Operational Budget	\$10,000.00
CELLA	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	Enhanced teaching skills	Science faculty attends Bioscope training	Operational Budget	\$0.00

Writing	Increase students' writing scores by enhancing teachers' instructional pedagogical skills.	Step Up to Writing Workshop	Operational budget	\$0.00
U.S. History	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
Subtotal: \$10,000.00				
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Comprehension and fluency; improved reading in all content areas	Additional reading materials (that are age appropriate) from Edge Reading Program; supplemental reading materials; Common Core Implementation books for all content areas; non-fiction classroom libraries	Title 1	\$20,000.00
CELLA	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	Not applicable-Escambia High School is not an ESOL Center School	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
U.S. History	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Dropout Prevention	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
Subtotal: \$20,000.00				
Grand Total: \$82,500.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/27/2012)

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
There are no SAC monies	\$0.00

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

SAC assists with writing/developing School Improvement Plan, with setting the school budget in the spring and is discussing the possibility of school uniforms.

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

Escambia School District ESCAMBI A HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	70%	73%	47%	231	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	50%	74%			124	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?	46% (NO)	58% (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					469	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District ESCAMBI A HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	68%	81%	45%	236	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	46%	69%			115	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	58% (YES)			98	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					459	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested