

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HAWTHORNE MIDDLE/HIGH SCHOOL

District Name: Alachua

Principal: Veita Jackson-Carter

SAC Chair: Rebecca Cassels

Superintendent: Dr. Dan Boyd, Jr.

Date of School Board Approval:

Last Modified on: 11/7/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Veita Jackson-Carter	Bachelor of Arts in Special Education, Master of Science in Education Certification: Educational Leadership, School Principal, Mental Retardation (K-12) Reading Endorsement	4	11	Principal of Hawthorne Middle High School (2009-present) 2011-2012 - Grade - Pending 2010-2011 - Grade 'C' Reading Mastery 36%, Math Mastery 37%, Writing Mastery 62%, Science Mastery 32%, Writing Mastery 62%; Economically Disadvantaged, African American, and Students With Disabilities subgroups did not make AYP in math or reading. 2009-2010 - Grade 'D' Reading Mastery 38%, Math Mastery 36%, Science Mastery: 33%, Writing Mastery 83%; Economically Disadvantaged, African American, and Students With Disabilities did not make AYP in math or reading.

		Adjunct Instructor - Educator Preparation Institute-Santa Fe College			2008-2009 - Grade 'D' Reading Mastery 40%, Math Mastery 48%, Science Mastery 23%, Writing Mastery 86%; Economically Disadvantaged, African American, and Students With Disabilities subgroups did not make AYP in math or reading.
Assis Principal	Royce Kamman	Bachelor of Arts in Special Education, Master of Arts in Educational Leadership Certification: Educational Leadership, School Principal, Specific Learning Disabilities (K-12) Reading Endorsement	1		Assistant Principal of Howard Bishop Middle School 2011-2012 - Grade 'A' Reading Mastery 61%, Math Mastery 60%, Science Mastery 48%, Writing Mastery 78%; Economically Disadvantaged, African American, and Student With Disabilities did not make AYP in math or reading. 2010-2011 - Grade 'A' Reading Mastery 72%, Math Mastery 67%, Science Mastery 65%, Writing Mastery 89%; Economically Disadvantaged, African American, and Students With Disabilities subgroups did not make AYP in math or reading. 2009-2010 - Grade 'A' Reading Mastery 68%, Math Mastery 68%, Science Mastery 49%, Writing Mastery 90%; Economically Disadvantaged subgroup did not make AYP in Reading, Students With Disabilities subgroup did not make AYP in reading or math.
Principal	Dr. Darla Boyd	Bachelor of Arts in Elementary Education and Asdian Studies M.A. in Social Foundations of Education Ph.D. in Curriculum and Instruction, Research, Measurement and Evaluation Certification: Elementary Education, Early Childhood, School Principal	1	39	Principal of Stephen Foster Elementary School

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)
Science	Alisha R. Williams	Bachelor of Science in Biology; Master of Education in Curriculum and Instruction; Master of Science Administration/Organizational Leadership Certification: Middle Grades Science 5-8 Biology 7-12	1	1	None
		Master of Science in Education			

Reading	Dawn Newell	Certification: Reading; Exceptional Student Education	1	11	None
Math	Judith Cheng	Bachelor of Arts in Geography; Master of Education in Educational Technology Certification: Math 5-9; Specific Learning Disabilities K-12; Media Specialist K-12; Integrated Curriculum 5-9	1	1	None
FCIM/Intervention Teacher	Barbara Bryant	Master of Science in Educational Leadership Certification: Educational Leadership (All Levels); Elementary Education (K-6); Mathematics (5- 9); English Speakers of Other Languages (K-12); Reading Endorsed			None

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	Recruitment incentives will include a first-year \$3,000 "New School Transition" bonus and a first-year gas mileage reimbursement bonus (\$1,000), if transportation is 30 or more miles round trip per day. A teacher will be eligible for the first-year recruitment bonus and first-year gas mileage reimbursement, based on criteria that includes at least three years of documented learning gains of at least 65% of his/her students in reading and/or math and satisfactory annual evaluations for the prior three years. Recruitment bonuses will be paid in accordance with the district supplement procedure. Each of these components will result in financial incentives beyond the standard contract and beyond the standard retention financial incentive package.	Sandy Hollinger, Deputy Superintendent	June 2012	

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 is only 1 teacher out-of-field.	Professional Development in the use of high yield instructional strategies (Marzano), Effective Lesson Planning, Lesson Study, Text Complexity/Higher Order Questioning, and the Gradual Release of Responsibility Model. The school district provides a reimbursement incentive

to teachers for state certification exam fees when they pass the exam.

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
19	15.8%(3)	10.5%(2)	26.3%(5)	47.4%(9)	63.2%(12)	100.0%(19)	21.1%(4)	0.0%(0)	5.3%(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
Michael Scott	Arnelle Wright James MacDonald	To assist in completion of the Beginning Teacher Program	<p>Providing assistance and support to beginning teachers in professional development and Classroom WalkThroughs and observations</p> <p>Leading monthly cohort meetings</p> <p>Providing on-site support with planning, strategies, and implementation of lessons</p> <p>Modeling instruction for beginning teachers</p>

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Veita Carter, Principal; Royce Kamman, Assistant Principal; Leroy Williams, Sr., Dean & Positive Behavior Coach; Wendy Shannon, Dean of Students; Dr. Jill Geltner, Guidance Counselor; Lucinda Watkins, School Advisory Council Member

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?

Response to Intervention (RtI) data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Macmillan Benchmark Assessments, the Big Idea Math series, the district formative assessment program for math and science, and writing prompts developed for district use.

FAIR Assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System. Progress monitoring of school-wide data will be used to drive instruction. Data Chats with teachers and students are held to monitor progress and set goals for improvement.

The Professional Learning Community (Leadership Team) meet bi-weekly with the Positive Behavior Support Team to analyze data and monitor progress of interventions. This problem-solving process includes addressing academic and behavior interventions needed for students. PLC leaders meet bi-weekly with their departments to monitor progress and assess needs for interventions in their areas.

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 Professional Learning Community (Leadership Team) meet bi-weekly with the Positive Behavior Support Team to analyze and discuss discipline data. This data is shared with faculty, students, staff, and community stakeholders (School Advisory Council). School-wide interventions: School-wide Discipline Plan, Discipline Documentation Logs, Positive Referrals, Dream Dollars

All stakeholders collaborate and set school improvement goals based on school-wide data and needs of students.

MTSS Implementation

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

Targeted Extended Learning

The Targeted Extended Learning Program for students include FCAT Remediation, intensives in math and reading, and enrichment opportunities for students. Student FCAT data and grades are used to determine interventions. Students scoring a Level 1 or Level 2 on the FCAT have been identified. Students scoring a 3 or higher on the FCAT are enrolled in our enrichment classes: Journalism, Digital Design and Drama.

Tier I - School-wide Academic Intervention was the target last year. All students were enrolled in a remediation period.

ALACHUA CHECK & CONNECT PROGRAM

Hawthorne Middle High School has been awarded a two-year grant from AT&T, the United Way of North Central Florida, and the Alachua County Public Schools District. Through the AT&T Inspire Local High School Impact Initiative Grant, Hawthorne Middle High School will have a full-time Drop-Out Prevention (DOP) Specialist on site. The specialist will provide support and services to 40 at-risk 9th grade students. They will receive one-on-one assistance to help them have access to the resources they need to graduate high school on time. Students were identified prior to the beginning of the 2012-2013 school year. Students had to meet at least two of the criteria listed:

Repeated a grade in elementary or middle school

Reading or math scores that are below grade level

Five or more unexcused absences or tardies while in middle school

At least one in-school or out-of-school referral or suspension while in middle school

The DOP Specialist and school staff met with parents/guardians and the student to review the components of the Check & Connect program. Once an agreement was reached for the student to participate in the program, an action plan was developed. The DOP Specialist meet every other week with each student. The DOP Specialist serves as a mentor, advocate, and service coordinator participating students. The DOP Specialist uses the Alachua County Public Schools electronic student portal, and have regular meetings with the school guidance counselor, deans and teachers to monitor academic progress, behavior, and attendance.

HAWTHORNE MIDDLE HIGH SCHOOL ADVOCATE CLUSTER PROGRAM

This program was developed for all students enrolled at Hawthorne Middle High School. Teachers serve as advocates on grade level clusters. They meet weekly in the Professional Learning Communities. A Google Document was developed by the staff to monitor student academic progress, behavior and parental involvement. Interventions and problem solving strategies are discussed with each student. Data chats are conducted with students twice during each 9 week grading period.

Tier II - Supplemental Level - All students are enrolled in Targeted Extended Learning Time (7th period day). This extension of the school day provides academic, intensive and enrichment supports for all students. Students scoring a Level 1 or 2 on the FCAT are enrolled in reading, math or science intensive courses. Students scoring a Level 3 and higher on the FCAT are enrolled in enrichment courses (Digital Design, Drama, Journalism, Reading/Book Club).

This is the first year of implementation of the Supplemental Level - Targeted Extended Learning Time (7th period day). The effectiveness of the Supplemental Level - Targeted Extended Learning is to be determined.

Behavior

The Hawthorne Middle High School Positive Behavior Support (PBS) Team participated in Tier I, II, & III Training on Positive Behavior Support. The school data indicated that out-of-school suspensions were reduced by 48% last year (2010-2011). The Tier I - School-wide Level target this year: 100% of the school population will be targeted. All students will earn Positive Referrals and Dream Dollars to reinforce good behavior. The Tier II - Supplemental Level will target all of students. Tier III - Intensive Level will target students in need of intensive, individual interventions to address problematic behaviors. It will include small group counseling, small group pull-out with reading, math and science coaches. Language Arts and English teachers will do small group pull-out with writing students.

The Alachua County School District has a reporting data base (Infinite Campus) that generate reports on individual and school-wide behavior. The data from these reports are used to create graphs and charts and by our deans. Our school-wide

progress and areas in need of improvement are monitored monthly and shared with the faculty, staff and students.

Describe the plan to train staff on MTSS.

Targeted Extended Learning

The faculty and staff are trained on the reorganization of the Targeted Extended Learning Program during pre-planning. Training for all staff is on-going during the school year.

Behavior

The faculty and staff are trained on the implementation of a new School-wide Discipline Plan, and the School-wide Positive Behavior Support Plan during pre-planning. Training for all staff is on-going during the school year.

Describe the plan to support MTSS.

A new school-wide discipline has been developed. Teachers have received training on the components and implementation. We use a system of continuous improvement through data chats, the data mining process to identify our data sources, define and analyze quality data, and use that data to drive instruction.

Data training for teachers and staff is ongoing.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Amy MacCord - Chair; Mattie Vasbinder, Jayanne Nowaski, Catherine Scott, Dawn Newell - Reading Coach, Veita Jackson-Carter - Principal; Royce Kamman - Assistant Principal

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

The Literacy Leadership Team meets bi-weekly. Each member serves as a representative of a Professional Learning Community (academic team, ESE and elective). This team develops a Focus Calendar for English and Reading. FCAT, OnTrack, FAIR, and Stanford 10 data is used to determine calendar needs. Implementation and monitoring of the calendar is done by teachers, literacy team and the Reading Coach.

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

To increase the number of students achieving proficiency in reading

To increase the number of students achieving proficiency in math

To increase the number of students achieving proficiency in writing

To increase the number of students achieving proficiency in science

To offer assistance and support to teachers using the Florida Continuous Improvement Model Focus Calendar, Marzano Instructional strategies (Differentiated Instruction, CRISS, Kagan, and pacing guides). To serve as model classroom teachers so that teachers will have an opportunity to visit their classrooms to observe how strategies are taught.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every teacher is responsible and accountable for student success. The instructional staff will participate in the following trainings to ensure highly effective reading instruction:

- 1) Gradual Release of Responsibility Model
- 2) Effective Lesson Planning
- 3) Marzano & CRIS Strategies (Cooperative Learning, and Nonlinguistic Representations)
- 4) Webb's Depth of Knowledge
- 5) Lesson Study
- 6) Text Complexity/Higher Order Questioning
- 7) Close Reading
- 8) Comprehension Instructional Sequence

Academic Coaches (reading, math, science) will provide assistance and support to teachers and students (e.g. direct explicit instruction, modeling, instructional strategies, small-group pull-outs).

Teachers are required school-wide to use reading strategies. Our emphasis this year is on reading comprehension, text complexity/higher order questioning, close reading, and comprehension instructional sequence, and the use of Research-Based Strategies On Instruction by Marzano & Kagan Strategies. The lesson plan template has been designed to include these strategies.

*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?

Each student has a data chat goal/status form that they complete and review with staff to determine best placement for course selection, courses needed for credit retrieval, courses needed for post secondary institutional requirements and goal setting for career/vocational interests. Students also review Facts.org account to track their progression toward diploma requirements.

Parents are notified about their student's progress and areas of concern, and a plan is developed and implemented.

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?

There are more rigorous course offerings for student selection and post secondary preparation. Students will also have the opportunity to participate in an Targeted Extended Learning Program to improve skills in social-emotional, critical thinking and college readiness.

Students are provided with on-line support in standardized testing for college acceptance. Students will also complete units on college applications and essays; as well as resumes for scholarships. Students also have the opportunity to dual enroll on campus or off campus. Students and parents have opportunities to participate in financial aid workshops. Additionally, students are exposed to post secondary institutions and vocational programs via on and off site opportunities (i.e. placement testing, college tours, college representatives on campus).

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](#)

Hawthorne Middle High School's percentage of graduates completing a college prep curriculum, earning at least a level 3 on the 10th grade FCAT in math and reading, and scoring at or above college cut scores on the ACT, SAT, and PERT were below the district and state percentages. However, Hawthorne Middle High School is focused on creating a greater emphasis on college readiness. We will encourage upperclassmen to take AP and/or Dual Enrollment courses to increase our percentage of graduates who have taken these courses by 10%. We will also increase the percentage of students taking college readiness

standardized tests such as SAT and ACT by 7%. To achieve this goal, we will require all juniors to meet individually with the guidance counselor to discuss their postsecondary plans and to register for the exams.

Increase Graduation Rate

Students will participate in a Kaplan SAT/ACT Preparation program. This program would help to increase their skills to be able to pass the SAT/ACT, and use passing scores toward graduation requirements.

TALENT SEARCH

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	To increase the number of students who are reading at or above proficiency in all subgroups by 48% (115).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (65) of students achieved mastery on the 2012 FCAT Reading Test	48% (115) of students will achieve mastery for reading on the 2013 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students
	Behavior Attendance Home Support Classroom space and class size	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lesson plans Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS) Lesson Study Targeted Extended Time Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members:	Principal Assistant Principal Counselor SIG Principal Teachers FCIM/Intervention Teacher Student Support Team Members	Review of Classroom Walk Through and observation data Monitor use of FCIM Focus Calendar with fidelity PLC/Reading Coach weekly meetings to plan lessons and implementation of reading and instructional strategies Data Chats with teachers to discuss updates and follow up with meeting notes Data Chats with students to discuss goal setting and monitoring progress on accomplishing goals Bi-weekly meetings of Student Support Services	READ 180 & Jamestown Navigator reading data FAIR Assessments Education Planning Team Meetings Student Support Services Team Report at bi-weekly Leadership Team Meeting Student Grades FCIM Mini-assessments Review of Data Chat Meetings once every 9 weeks

2	<p>school nurse, resource officer, counselor, cafe manager, deans, administrators)</p> <p>Family Literacy Night</p> <p>One Book One School</p> <p>Tutorial: UF College Reach Out Program (CROP) after school</p>	<p>Team</p> <p>Differentiated Activities</p>	<p>Meeting notes</p> <p>Home visits will improve communication between school and home (i.e, discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal</p> <p>Use of data from Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, writing, math and science</p> <p>Parent Input Survey</p>
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	To increase the number of students scored a 4, 5 on the 2012 FCAT Reading Test by 25% (60)
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (24) of students scored a 4, 5 on the 2012 FCAT Reading Test	25% (60) of students will score a 4,5, on the 2013 FCAT Reading Test

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	<p>Students maintaining proficiency levels</p> <p>Course offerings limited for advanced and gifted students due to student enrollment</p>	<p>Offer online advanced courses</p> <p>Offer Distance Learning for students - Partnership with Santa Fe College</p> <p>Close Reading & Comprehension Instructional Sequence Training</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Academic Coaches</p>	<p>Assign teacher and lab proctor to monitor student progress, and administer assessments</p>	<p>End of Course Exams</p> <p>Mini-assessments</p> <p>Semester and Final Exams</p>
2					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To increase the number of students who are scoring a level 4 or 5 by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (24) of students earned a level 4 on the 2012 FCAT Reading Test	30% (72) of students will earn a level 4 on the 2013 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining proficiency levels Course offerings limited for advanced and gifted students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day Offer Distance Learning - Partnership with Santa Fe College	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches FCIM/Intervention Teacher	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments FAIR Assessments End of Course Exams OnTrack Assessments Student Grades Semester and Final Exams
2	Students maintaining proficiency levels Providing rigorous coursework needed to challenge students at this level	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lessons Advance placement courses will be offered and these courses will provide rigor to increase the students' skills and knowledge. Providing effective professional development for teachers of high achieving students Targeted Extended Time Lesson Study Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS) Webb's DOK Questioning and Tasks, and continuous training through College Board Book Club	Teachers Reading Coach Counselor Principal Assistant Principal FCIM/ Intervention Teacher SIG Principal	FAIR Tesing, AP Exams, PERT Data Chats with teachers to collaborate, plan and implement instructional strategies Bi-weekly meetings of Student Support Services Team Data Chats with students, PBS Team, Leadership Team, and Professional Learning Communities Students goal setting and monitoring progress on accomplishing goals Monitor use of the FCIM Focus Calendar with fidelity PLC/Reading Coach weekly meetings to plan lessons and implementation of reading strategies and instructional strategies Differentiated Activities	FAIR Assessments Student Grades Classroom Walk Throughs and observations FCIM Mini-assessments Review of Data Chat Meetings once every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Students are identified for Advance Placement by FCAT results, teacher recommendation, and other

	Family Literacy Night		assessment results that demonstrate consistent proficiency and mastery
			Parent Input Survey

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:	To increase the number of students scoring at or above Achievement Level 7 by 2% (4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students earned a level 7 on the 2012 FCAT Reading Test	2% (4) of students will earn a level 7 on the 2013 FCAT Reading Test

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	Course offerings limited for advanced students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Distance Learning - Partnership with Santa Fe College Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments End of Course Exams Final Exams and Semester Exams

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the number of students making gains on the 2013 FCAT Reading Test by 48% (96)
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (115) of students made learning gains on the 2012 FCAT Reading Test	70% (168) of students will make learning gains in reading on the 2013 FCAT Reading Test

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
	Student levels of	Teacher use of the	Teachers	Check lesson plans	Classroom

1	academic performance	<p>Gradual Release Model with fidelity to increase levels of academic performance</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School and Alachua E-School online courses during the school day</p>	<p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goal setting with teachers</p> <p>Data chats and goal setting with students</p> <p>Teacher Appraisals</p>
2	Student levels of academic performance	<p>Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school</p> <p>Student Advocate Check & Connect Program</p> <p>Tutorial: UF College Reach Out Program (CROP) after school</p>	<p>On site Check & Connect Coordinator</p> <p>Teacher clusters assigned to advocate for all students by grade level</p>	<p>Meet with students weekly to monitor progress, and implement problem solving strategies</p> <p>Meet with students individually, and implement problem solving strategies</p>	<p>Assessments</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Behavior Plans</p>
3	<p>Behavior</p> <p>Attendance</p> <p>Home Support</p> <p>Motivation</p> <p>Resources/materials need to be high interest</p>	<p>Close Reading & Comprehension Instructional Sequence Training</p> <p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans, administrators)</p> <p>Provide training on how to write and implement highly effective lesson plans</p> <p>Home Visits</p> <p>Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS)</p> <p>Encourage parental support and participation through school-based and community activities</p> <p>Lesson Study</p> <p>Targeted Extended Time</p> <p>Small group pull-out with reading coach</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Deans</p> <p>Counselor</p> <p>Reading Coach</p> <p>Teachers</p> <p>FCIM/Intervention Teacher</p> <p>SIG Principal</p>	<p>Data chats with teachers, PBS Team, Leadership Team, and Professional Learning Communities</p> <p>Bi-weekly meetings of the Student Support Services Team</p> <p>Data Chats with students</p> <p>Adjustments in planning, instruction, and pacing when needed</p> <p>Monitor use of the FCIM Focus Calendar with fidelity</p> <p>Individual teacher conferences to follow up on effective lesson planning and instructional delivery</p> <p>Students goal setting and monitoring progress on accomplishing goals</p> <p>PLC/Reading Coach weekly meetings to plan lessons and implementation of reading strategies and instructional strategies</p> <p>Differentiated Activities</p> <p>Bi-weekly meetings of Student Support Services team</p>	<p>READ 180 and Jamestown Navigator reading data</p> <p>FCIM Mini-assessments</p> <p>FAIR Assessments</p> <p>Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and parent portal)</p> <p>Use of data from Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during math, reading, writing and science</p> <p>Collaboration with all stakeholders</p> <p>Collect and share data via surveys, Walk Throughs and classroom observations</p> <p>Student Grades</p>

	Use and integration of technology-based supports and interventions as part of instruction		Parent Input Survey
	Family Literacy Night		

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:	To increase the number of students making gains on the 2013 FCAT Reading Test by 2% (4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (2) of students made gains on the 2012 FCAT Reading Test	2% (4) of students will make gains on the 2013 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school Student Advocate Check & Connect Program Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day	On-site Check & Connect Coordinator Teacher clusters assigned to advocate for all students	Meet with students weekly to monitor progress, and implement problem solving strategies Meet with students individually, and implement problem solving strategies	Assessments Progress Reports Report Cards Behavior Plans
2	Student levels of academic performance Reading and writing levels of students	Close Reading & Comprehension Instructional Sequence Training Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training Tutorial: UF College Reach Out Program (CROP) after school	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with students Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To increase the number of students who made learning gains by 25% (180)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (132) of students made learning gains on the 2012 FCAT Reading Test	75% (180) of students will make learning gains on the 2013 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	<p>Close Reading & Comprehension Instructional Sequence Training</p> <p>Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>Classroom WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goal setting with teachers</p> <p>Data chats and goal setting with students</p> <p>Teacher Appraisals</p>
2	Student levels of academic performance	<p>Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school</p> <p>Student Advocate Check & Connect Program</p>	<p>On-site Check & Connect Coordinator</p> <p>Teacher clusters assigned to advocate for all students</p>	<p>Meet with students weekly to monitor progress, and implement problem solving strategies</p> <p>Meet with students individually, and implement problem solving strategies</p>	<p>Assessments</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Behavior Plan</p>
3	<p>Identify and closely monitor academic progress of students in the lowers quartile</p> <p>Behavior</p> <p>Attendance</p> <p>Home Support</p> <p>Motivation</p> <p>Resources/materials need to be high interest</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback</p> <p>Provide training on how to write and implement highly effective lesson plans</p> <p>Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS)</p> <p>Lesson Study</p> <p>Targeted Extended Time</p> <p>Referrals for home visits will come from teachers and members of the Student Support Team (i.e., members: school</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>FCIM/Intervention Teacher</p> <p>Deans</p> <p>Counselor</p> <p>SIG Principal</p>	<p>Data Chats with students, teachers, PBS Team, Leadership Team and Professional Learning Communities</p> <p>Bi-weekly meetings of the Student Support Services Team</p> <p>Monitor use of the FCIM Focus Calendar with fidelity</p> <p>Adjustments in planning, instruction and pacing when needed</p> <p>Students goal setting and monitoring progress on accomplishing goals</p> <p>PLC/Reading Coach weekly meetings to plan lessons and</p>	<p>READ 180 and Jamestown Navigator reading data</p> <p>FCIM Mini-assessments</p> <p>Student Grades</p> <p>FAIR Assessment</p> <p>Home visits will improve communication between school and home (i.e, discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal)</p> <p>Use of data from Lesson Study to</p>

	<p>nurse, resource officer, counselor, cafe manager, deans, administrators)</p> <p>Small group pull-outs with Reading Coach</p> <p>Use and integration of technology-based supports and interventions as part of instruction</p> <p>Tutorial: UF College Reach Out (CROP) after school</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day</p> <p>Family Literacy Night</p>	<p>implementation of reading strategies and instructional strategies</p> <p>Differentiated Activities</p>	<p>address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math, and science</p> <p>Parent Input Survey</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Increase proficiency among all ethnicity groups					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	65%	70%	75%	78%	

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.	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Test
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 20% (28), Black 7% (10), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) of students made satisfactory progress on the 2012 FCAT Reading Test	To increase the number of students who are performing at or above proficiency in all subgroups 25% (35) on the 2013 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	<p>Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>Classroom WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goal setting with teachers</p> <p>Data chats and</p>

			FCIM/Intervention Teacher		goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
3	Student levels of academic performance Meaningful/relevant resources available Behavior Home Support Attendance	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide training on how to write and implement highly effective lesson plans Individual direct and explicit instruction Reading Coach pull-out of small groups Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISSE) Lesson Study Targeted Extended Time Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans, administrators) Tutorial: UF College Reach Out Program (CROP) after school Family Literacy Night	Teachers FCIM/Intervention Teacher Principal Assistant Principal Reading Coach DOE Reading Team Member	Small group tutorials and mentoring Classroom and small group observations Monitor use of FCIM Focus Calendar with fidelity Students goal setting and monitoring progress on accomplishing goals Data Chats with students, teachers, PBS Team, Leadership Team and Professional Learning Communities Adjustments in planning, instruction and pacing when needed PLC/Reading Coach weekly meetings to plan lessons and implementation of reading strategies and instructional strategies Differentiated Activities Bi-weekly meetings of Student Support Services Team	READ 180 and Jamestown Navigator reading data FCIM Mini-assessments FAIR Assessments Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Student Grades Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access and use of parent portal) Use of data from Lesson Study to address strengths and areas in need of development Parent Input Survey

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.

N/A

Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance Reading and writing levels of students	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with teachers Data chats and goal setting with students Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Final and Semester Exams End of Course Exams Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 15% (21), Black 12% (17), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) made satisfactory progress on the 2012 FCAT Reading Test	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

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
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1	Student levels of academic performance	<p>Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance</p> <p>Tutorial: UF Credit Retrieval Program (CROP)</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>Classroom WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goal setting with teachers</p> <p>Data chats and goal setting with students</p> <p>Teacher Appraisals</p>
2	Reading and writing levels of students	<p>School-wide Writing Plan</p> <p>Writing Training</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>Data chats and goal setting with students</p> <p>Data chats and goal setting with teachers</p> <p>Faculty scoring of assessments</p>	<p>Writing Assessments every 9 weeks</p> <p>Practice: Targeted focus areas in writing</p> <p>FCIM Mini-assessments</p>
3	<p>Student reading skill level</p> <p>Resources/materials need to be high interest</p> <p>Motivation</p> <p>Home Support</p> <p>Behavior</p> <p>Attendance</p>	<p>Close Reading & Comprehension Instructional Sequence Training</p> <p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Provide training on how to write and implement highly effective lesson plans</p> <p>Teacher use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISSE)</p> <p>Teacher to use Differentiated Instruction during reading instruction</p> <p>Lesson Study</p> <p>Targeted Extended Time</p> <p>Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e., members: school nurse, resource officer, counselor, cafe manager, deans, administrators)</p> <p>Tutorial: UF College Reach Out Program (CROP) after school</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Reading Coach</p> <p>FCIM/ Intervention Teacher</p>	<p>Data Chats with teachers, PBS Team, Leadership Team and Professional Learning Communities</p> <p>Bi-weekly meetings of the Student Support Services Team</p> <p>Data Chats with students</p> <p>Monitor use of FCIM Focus Calendar with fidelity</p> <p>Goal setting for students to accomplish target of success</p> <p>Classroom WalkThroughs and observations</p> <p>PLC/Reading Coach weekly meetings to plan lessons and implementation of reading strategies and instructional strategies</p> <p>Adjustments in planning, instruction and pacing when needed</p> <p>Differentiated Activities</p>	<p>FAIR Assessments</p> <p>READ 180 and Jamestown Navigator reading data</p> <p>FCIM Mini-assessments</p> <p>Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access and use of parent portal)</p> <p>Use of data from Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science</p> <p>Student Grades</p> <p>Parent Input Survey</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: College Reach Out Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goals setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
	Home Support Motivation Resources/materials need to be high interest Attendance Behavior	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide training on how to write and implement highly effective lesson plans	Teachers Principal Reading Coach Assistant Principal DOE Reading Team Member FCIM/Intervention Teacher	Classroom Walk Throughs and observations Small group pull-outs by Reading Coach Bi-weekly meetings of Student Support Services Team Data Chats with students Data Chats with teachers, PBS Team, Leadership Team, and Professional Learning Communities	FAIR Assessments FCIM Mini-Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of data from

3		<p>Use of effective reading strategies and instructional strategies (Mazano, Kagan, CRISS)</p> <p>Goal setting for students to work toward targets for success</p> <p>Lesson Study</p> <p>Targeted Extended Time</p> <p>Encourage parent participation</p> <p>Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e, members: school nurse, resource officer, counselor, cafe manager, deans, administrators)</p> <p>Incentives and rewards for success</p> <p>Family Literacy Night</p>		<p>Monitor use of the FCIM Focus Calendar with fidelity</p> <p>Adjustments in planning, instruction and pacing when needed</p> <p>PLC/Reading Coach weekly meetings to plan lessons and implementation of reading strategies and instructional strategies</p> <p>Differentiated Activities</p>	<p>Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science</p> <p>Student Grades</p> <p>Parent Input Survey</p>
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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
<p>Close Reading & Comprehension Instructional Sequence Training</p> <p>Writing Training</p> <p>Book Study - Follow up (Marzano Instructional Strategies)</p> <p>Book Study - Kagan Instructional Strategies</p> <p>Differentiated Instruction</p> <p>Effective Discipline Strategies</p> <p>Technology Training</p>	All Students Grades 6-12	<p>Dawn Newell, Reading Coach, Alachua County Public Schools</p> <p>FCIM/Intervention Teacher</p> <p>Administration</p> <p>Jack Berckemeyer</p> <p>Technology Support – Alachua County Public Schools</p>	All Teachers Grades 6-12	August 2012- June 2013	<p>Weekly PLC Meetings</p> <p>Data Chats</p> <p>Action Plans</p> <p>Teacher presentations on use of strategies and sharing best practices</p>	<p>Literacy Team</p> <p>Administrators</p> <p>Academic Coaches</p> <p>FCIM/Intervention Teacher</p> <p>Teachers</p>

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Extended Day	Remediation/Tutor 50 minutes	SIG Grant	\$45,000.00
Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$500.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
			Subtotal: \$45,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM Intervention Teacher		SIG Grant Funded	\$45,000.00
Kaplan SAT/ACT Preparation		SIG Grant Funded	\$1,100.00
			Subtotal: \$46,100.00
			Grand Total: \$91,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.		N/A		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics 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 mathematics. Mathematics Goal # 1a:	To increase the number of students who are at or above proficiency in math in all subgroups by 50% (70) on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
(19%) 27 of students were proficient in math on the 2012 FCAT Math Test	To increase the number of students who are at or above proficiency in math in all subgroups by (50%) 70 on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students
2	Motivation Attendance Home Support Student levels of basic math skills Behavior Meaningful/relevant resources available	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write highly effective lesson plans Use effective instructional strategies (Marzano, Kagan, CRISS) Tutorial - UF College Outreach Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day Programs: Discovery Learning Big Idea Math Series	Principal Assistant Principal SIG Principal Math Coach FCIM/Intervention Teacher Student Support Services Team Members	Review of Classroom Walk Throughs and observation data Data Chats with teachers to discuss updates and follow up with meeting notes Survey of Use of Student Ideas and Contributions to measure effectiveness Monitor use of Pacing Guides with fidelity PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings	Quarterly On Track Assessment Student Grades Mini- assessments End of Course Exams Algebra Readiness data Review of Data chats meetings once every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended

	<p>Mountain Math, V Math</p> <p>Use Professional Learning Community to collaborate on common methodology</p> <p>Use intervention classes to target geometry and measurement benchmarks</p> <p>Enrichment for higher level students</p> <p>Targeted Extended Time</p> <p>Lesson Study</p> <p>Home Visits</p>		<p>Time during reading, math and science</p> <p>Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)</p>
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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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:</p>	<p>To increase the number of students who scored a 4, 5, 6, on the 2013 FCAT Math Test by 25% (60)</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>4% (9) of students scored a 4, 5 on the 2012 FCAT Math Test</p>	<p>To increase the number of students who scored a 4, 5,6, on the 2013 FCAT Math Test by 25% (60)</p>

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	<p>Students maintaining proficiency levels</p> <p>Course offerings limited for advanced and gifted students due to student enrollment</p>	<p>Offer online advanced courses</p> <p>Offer Distance Learning for students - Partnership with Santa Fe College</p> <p>Close Reading & Comprehension Instructional Sequence Training</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Academic Coaches</p>	<p>Assign teacher and lab proctor to monitor student progress, and administer assessments</p>	<p>End of Course Exams</p> <p>Mini-assessments</p> <p>Semester and Final Exams</p>
	<p>Reading and writing levels of students</p>	<p>School-wide Writing Plan</p> <p>Writing Training</p> <p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Provide follow up training on how to write and implement highly effective lesson plans</p> <p>Use of effective instructional strategies</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Math Coach</p> <p>SIG Principal</p> <p>FCIM/Intervention Teacher</p> <p>Student Support</p>	<p>Classroom Walk Throughs and observations</p> <p>Small group pull-outs by Math Coach</p> <p>Monitor use of the Pacing Guides with fidelity</p> <p>Data chats with teachers</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p>	<p>Mini-Assessments</p> <p>OnTrack data</p> <p>Student Grades</p> <p>Algebra Readiness data</p> <p>Review of Data chats every 9 weeks</p> <p>Use of data from Lesson Study to address strengths and areas in need</p>

2	<p>Use technology-based programs that are high interest to students to enhance instruction</p> <p>Algebra Readiness Program</p> <p>Lesson Study</p> <p>Targeted Extended Time</p> <p>Home Visits</p> <p>Direct explicit instruction</p> <p>Use Professional Learning Community to collaborate on common methodology</p> <p>Use intervention classes to target Geometry and Measurement benchmarks</p>	Services Team	<p>PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies</p> <p>Differentiated Activities</p>	<p>of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science</p> <p>Home visits will improve communication between school and home</p>
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of students scoring a 4 on the 2013 FCAT Math test by 25% (60)
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (7) of students scored a 4 on the 2012 FCAT Math Test	To increase the number of students scoring a 4 on the 2013 FCAT Math Test by 25% (60)

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	<p>Students maintaining proficiency levels</p> <p>Course offerings limited for advanced and gifted students due to student enrollment</p>	<p>Offer enrichment courses based on student needs</p> <p>Offer online advanced courses</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day</p> <p>Offer Distance Learning - Partnership with Santa Fe College</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Counselor</p> <p>Academic Coaches</p> <p>FCIM/Intervention Teacher</p>	<p>Assign teacher and lab proctor to monitor student progress and administer assessments</p>	<p>Mini-assessments</p> <p>FAIR Assessments</p> <p>End of Course Exams</p> <p>OnTrack Assessments</p> <p>Student Grades</p> <p>Semester and Final Exams</p>
	<p>Students maintaining proficiency levels</p> <p>Motivation</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Provide follow up training on how to write and</p>	<p>Teachers</p> <p>Math Coach</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p>	<p>Classroom WalkThrough and observations</p> <p>Data chats with teachers</p> <p>Data chats with students - goal setting and monitoring progress on</p>	<p>Min-Assessments</p> <p>End of Course Exams</p> <p>OnTrack data</p> <p>Student Grades</p>

2	implement highly effective lesson plans	Counselor	accomplishing goals	Algebra Readiness data
	Use of effective instructional strategies	FCIM/Intervention Teacher	PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies	Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science
	Algebra Readiness Program	Student Support Services Team Members	Use of Math technology-based programs	
	Tutorial: UF College Reach Out Program after school		Monitor use of Pacing Guides with fidelity	
	Big Idea Math Series		Differentiated Activities	Review of Data chats every 9 weeks
	Lesson Study		Bi-weekly Student Support Services Team Meetings	
	Targeted Extended Time			
	Offer enrichment programs in math			
Use Professional Learning Community to collaborate on common methodology				
Use intervention classes to target Geometry and Measurement benchmarks				

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase the number of students scoring a 7 on the 2013 FCAT Math Test by 2% (3)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored a 7 on the 2012 FCAT Math Test	Increase the number of students scoring a 7 on the 2013 FCAT Math Test by 2% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Course offerings limited for advanced students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Distance Learning - Partnership with Santa Fe College Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments End of Course Exams Final Exams and Semester Exams
	Students maintaining math skills Motivation Attendance	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers	Teachers Principal Assistant Principal	Classroom Walk Throughs and observations Small group pull-outs by Math Coach	Mini-Assessments OnTrack data Student Grades

2	Behavior	Provide follow up training on how to write and implement highly effective lesson plans	Counselor	Monitor use of the Pacing Guides with fidelity	Algebra Readiness data
	Home Support	Use of effective instructional strategies Tutorial: UF College Reach Out Program after school Use technology-based programs that are high interest to students to enhance instruction and motivate them VMath, Mountain Math) Algebra Readiness Program Lesson Study Big Idea Math Series Targeted Extended Time Home Visits Direct explicit instruction Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	Math Coach SIG Principal FCIM/Intervention Teacher Student Support Services Team	Data chats with teachers Data chats with students - goal setting and monitoring progress on accomplishing goals PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities	Review of Data chats every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Home visits will improve communication between school and home

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 mathematics. Mathematics Goal #3a:	To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (67) students made learning gains in math on the 2012 FCAT Math Test	(60%) 84 students will make learning gains on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Offer Credit Retrieval (CROP), Florida Virtual School and Alachua E-	Teachers Principal Assistant Principal SIG Principal Academic Coaches	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers

		School online courses during the school day	Counselor FCIM/Intervention Teacher		Data chats and goal setting with students Teacher Appraisals
2	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school Student Advocate Check & Connect Program Tutorial: UF College Reach Out Program (CROP) after school	On site Check & Connect Coordinator Teacher clusters assigned to advocate for all students by grade level	Meet with students weekly to monitor progress, and implement problem solving strategies Meet with students individually, and implement problem solving strategies	Assessments Progress Reports Report Cards Behavior Plans
3	Motivation Attendance Home Support Student levels of basic math skills	Use of Mountain Math and VMath Algebra Readiness Program Big Idea Math Series Small group pull-out with Math Coach Lesson Study Targeted Extended Time Check lesson plans weekly to ensure teachers are planning highly effective lessons, and using Differentiated Instruction strategies Provide follow up training on how to write and implement highly effective lesson plans Use of effective instructional strategies Home visits Training: Use and integrate technology-based supports and interventions as part of instruction Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	Principal Assistant Principal SIG Principal Deans Counselor Math Coach FCIM/Intervention Teacher Teachers Student Support Services Team Members	Classroom WalkThroughs and observations Data chats with teachers Data chats with students - students goal setting and monitoring progress on accomplishing goals Individual teacher, and student conferences Monitor use of Pacing Guides with fidelity PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities Education Planning Team Meetings Bi-weekly Student Support Services Team Meetings	Graphs, charts and tables of student progress OnTrack Assessment Student Grades Teacher Mini-assessments Algebra Readiness data Differentiated Activities are used daily and monitored during the Targeted Extended Time during reading, math and science Review of Data Chats every 9 weeks Home visits will improve communication between school and home (i.e. discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal)

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 mathematics.

Mathematics Goal #3b:

To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)

2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (67) of students made gains on the 2012 FCAT Math Test	To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	<p>Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school</p> <p>Student Advocate Check & Connect Program</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day</p>	<p>On-site Check & Connect Coordinator</p> <p>Teacher clusters assigned to advocate for all students</p>	<p>Meet with students weekly to monitor progress, and implement problem solving strategies</p> <p>Meet with students individually, and implement problem solving strategies</p>	<p>Assessments</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Behavior Plans</p>
2	<p>Students maintaining math skills</p> <p>Motivation</p> <p>Attendance</p> <p>Behavior</p> <p>Home Support</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Provide follow up training on how to write and implement highly effective lesson plans</p> <p>Use of effective instructional strategies</p> <p>Use technology-based programs that are high interest to students to enhance instruction and motivate them (e.g., VMath, Mountain Math)</p> <p>Tutorial: UF College Reach Out Program after school</p> <p>Algebra Readiness Program</p> <p>Lesson Study</p> <p>Big Idea Math Series</p> <p>Targeted Extended Time</p> <p>Home Visits</p> <p>Direct explicit instruction</p> <p>Use Professional Learning Community to collaborate on common methodology</p> <p>Use intervention classes to target Geometry and Measurement benchmarks</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Math Coach</p> <p>SIG Principal</p> <p>FCIM/Intervention Teacher</p> <p>Student Support Services Team</p>	<p>Classroom Walk Throughs and observations</p> <p>Small group pull-outs by Math Coach</p> <p>Monitor use of the Pacing Guides with fidelity</p> <p>Data chats with teachers</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p> <p>PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies</p> <p>Differentiated Activities</p>	<p>Mini-Assessments</p> <p>OnTrack data</p> <p>Student Grades</p> <p>Algebra Readiness data</p> <p>Review of Data chats every 9 weeks</p> <p>Use of data from Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science</p> <p>Home visits will improve communication between school and home (i.e.,</p>

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 mathematics. Mathematics Goal #4:	To increase the number of students making gains on the 2013 FCAT Math Test by 50% (70)
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (67) of students made gains on the 2012 FCAT Math Test	(80%) 112 of students in the lowest 25% will make gains on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	<p>Close Reading & Comprehension Instructional Sequence Training</p> <p>Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>Classroom WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goal setting with teachers</p> <p>Data chats and goal setting with students</p> <p>Teacher Appraisals</p>
2	Student levels of academic performance	<p>Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school</p> <p>Student Advocate Check & Connect Program</p>	<p>On-site Check & Connect Coordinator</p> <p>Teacher clusters assigned to advocate for all students</p>	<p>Meet with students weekly to monitor progress, and implement problem solving strategies</p> <p>Meet with students individually, and implement problem solving strategies</p>	<p>Assessments</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Behavior Plan</p>
3	<p>Motivation</p> <p>Attendance</p> <p>Home Support</p> <p>Behavior</p> <p>Student levels of basic math skills</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Provide follow up training on how to write and implement highly effective lessons</p> <p>Use of effective instructional strategies</p> <p>Programs: Mountain Math, VMath</p> <p>Small group pull-out with Math Coach</p> <p>Tutorial: UF College Reach Out Program after school</p> <p>Use and integration of</p>	<p>Principal</p> <p>Assistant</p> <p>Principal</p> <p>SIG Principal</p> <p>Teachers</p> <p>FCIM/Intervention Teacher</p> <p>Student Support Services Team Members</p> <p>Counselor</p> <p>Math Coach</p>	<p>Classroom WalkThroughs and observations</p> <p>Data chats with teachers</p> <p>Data chats with students - students goal setting and monitoring progress on accomplishing goals</p> <p>Individual teacher conferences to follow up on effective lesson planning and instructional delivery</p> <p>Student goal setting and monitoring progress on accomplishing goals</p> <p>Monitor use of the Pacing Guides with fidelity</p> <p>PLC/Math Coach weekly meetings to plan lessons</p>	<p>Quarterly On Track Assessments</p> <p>Student Grades</p> <p>Mini-Assessment</p> <p>Review of Data Chats every 9 weeks</p> <p>Use of data from Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science</p>

	<p>technology-based supports and interventions as part of instruction</p> <p>Lesson Study</p> <p>Big Idea Math Series</p> <p>Targeted Extended Time</p> <p>Home Visits</p> <p>Use Professional Learning Community to collaborate on common methodology</p> <p>Use intervention classes to target Geometry and Measurement benchmarks</p>	<p>and implementation of instructional strategies</p> <p>Differentiated Activities</p> <p>Bi-weekly Student Support Services Team Meetings</p> <p>Education Planning Team Meetings</p>	<p>Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)</p> <p>VMath and Mountain Math data</p> <p>Algebra Readiness data</p>
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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%.		Middle School Mathematics Goal # To increase proficiency among all ethnic groups				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	65%	70%	75%	78%	

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:	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 10% (14), Black 4% (5), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) of students made satisfactory progress on the 2012 FCAT Math Test	25% (35) of students will make satisfactory progress on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	<p>Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>Classroom WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goal setting with teachers</p> <p>Data chats and goal setting with students</p>

			Teacher		Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
3	Students maintaining math skills Motivation Attendance Behavior Home Support	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Tutorial: UF College Reach Out (CROP) after school program Provide follow up training on how to write and implement highly effective lesson plans Use of effective instructional strategies Use technology-based programs that are high interest to students to enhance instruction and motivate them (e.g. VMath, Mountain Math) Algebra Readiness Program Lesson Study Big Idea Math Series Targeted Extended Time Home Visits Direct explicit instruction Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	Teachers Principal Assistant Principal Counselor Math Coach SIG Principal FCIM/Intervention Teacher Student Support Services Team	Classroom Walk Throughs and observations Small group pull-outs by Math Coach Monitor use of the Pacing Guides with fidelity Data chats with teachers Data chats with students - goal setting and monitoring progress on accomplishing goals PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities Bi-weekly Student Support Services Team Meeting Education Planning Team Meetings	Mini-Assessments OnTrack data Student Grades Algebra Readiness data Review of Data chats every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance Reading and writing levels of students	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with teachers Data chats and goal setting with students Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Final and Semester Exams End of Course Exams Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 10% (14), Black 4% (5), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) of students made satisfactory progress on the 2012 FCAT Math Test	25% (35) of students will make satisfactory progress on the 2013 FCAT Math Test

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
	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance	Teachers Principal Assistant Principal	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and	Classroom WalkThroughs Classroom observations

1		Tutorial: UF Credit Retrieval Program (CROP) Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day	SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	providing feedback to teachers	Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
3	Home Support Motivation Behavior Student levels of basic math skills	Check lesson plans to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lesson plans Use of effective instructional strategies Lesson Study Big Idea Math Series Goal setting for student to work towards targets for success Algebra Readiness Use of technology-based math programs (e.g., VMath, Mountain Math) that are high interest for students Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks Home Visits Targeted Extended Time	Teachers Principal Assistant Principal SIG Principal Math Coach FCIM/Intervention Teacher Counselor Student Support Team Members	Classroom Walk Throughs and observations Small group pull-outs by Math Coach Monitor use of Pacing Guides with fidelity Data Chats with teachers Data Chats with students to set goals and monitor student progress PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities Bi-weekly Student Support Services Team Members Education Planning Team Meetings	Mini-Assessments Algebra Readiness data OnTrack data Student grades Review of Data chats every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)

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.

To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013

Mathematics Goal E:	FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 10% (14), Black 4% (5), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) of students made satisfactory progress on the 2012 FCAT Math Test	25% (35) of students will make satisfactory progress on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	<p>Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance</p> <p>Tutorial: College Reach Out Program (CROP) after school</p> <p>Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers</p>	<p>Classroom WalkThroughs</p> <p>Classroom observations</p> <p>Data chats and goals setting with teachers</p> <p>Data chats and goal setting with students</p> <p>Teacher Appraisals</p>
2	Reading and writing levels of students	<p>School-wide Writing Plan</p> <p>Writing Training</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p>	<p>Data chats and goal setting with students</p> <p>Data chats and goal setting with teachers</p> <p>Faculty scoring of assessments</p>	<p>Writing Assessments every 9 weeks</p> <p>Practice: Targeted focus areas in writing</p> <p>FCIM Mini-assessments</p>
3	<p>Home Support</p> <p>Behavior</p> <p>Motivation</p> <p>Student levels of basic math skills</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Provide follow up training on how to write and implement highly effective lessons</p> <p>Use of effective instructional strategies</p> <p>Goal setting for students to work towards targets for success</p> <p>Encourage parent participation</p> <p>Home visits</p> <p>Incentives and rewards for success</p> <p>Algebra Readiness Program</p>	<p>Teacher</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Counselor</p> <p>FCIM/Intervention Teacher</p> <p>Student Support Services Team Members</p>	<p>Classroom Walk Throughs and observations</p> <p>Small group pull-outs by Math Coach</p> <p>One-on-One tutorials</p> <p>Data Chats with teachers</p> <p>Data Chats with students - goal setting and monitoring progress of accomplishing goals</p> <p>Monitor use of Pacing Guides with fidelity</p> <p>PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies</p> <p>Differentiated Activities</p> <p>Bi-weekly Student Support Services Team Meetings</p>	<p>Mini-Assessments</p> <p>OnTrack data</p> <p>Student grades</p> <p>Algebra Readiness data</p> <p>Review of Data chats every 9 weeks</p> <p>Use of data from Lesson Study to address strengths and areas in need of development</p> <p>Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science</p>

	Lesson Study Big Idea Math Series Targeted Extended Time Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	Education Planning Team Meetings	Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)
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End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	To increase the number of students who scored a 4, 5, 6, on the 2012 FCAT Math Test by 25% (35)
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (9) of students scored a 4, 5 on the 2012 FCAT Math Test	To increase the number of students who scored a 4, 5, 6 on the 2012 FCAT Math Test by 25% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance Behavior Attendance Home Support Classroom space and class size	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Check lesson plans weekly to ensure teachers are planning highly effective lessons	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Review of Classroom Walk Through and observation data	Classroom WalkThroughs Classroom Observations Mini-Assessments Data chats and goal setting with teachers Teacher Appraisals End of Course Exams Data chats and goal setting with students

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.	Increase the number of students scoring a 7 on the FCAT
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Mathematics Goal #2:	Math Test by 2% (3)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored a 7 on the 2012 FCAT Math Test	Increase the number of students scoring a 7 on the 2013 FCAT Math Test by 2% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Use sample test items from the State Test Item Specifications and the Florida Achieves! Website	Teachers Administrators Academic Coaches	Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments
	Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Use of diverse instructional strategies (Kagan, Marzano) Use higher order questions identified in the District Pacing Guide	FCIM/Intervention Teacher	Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	End of Course Exams Semester Exams Student 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (67) students made learning gains in math on the 2012 FCAT Math Test	(60%) 84 students will make learning gains on the 2013 FCAT Math Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Use sample test items from the State Test Item Specifications and the Florida Achieves! Website	Teachers Administrators Academic Coaches	Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments
	Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Use of diverse instructional strategies (Kagan, Marzano) Use higher order questions identified in the District Pacing Guide	FCIM/Intervention Teacher	Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	End of Course Exams Semester Exams Student Grades

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	65%	70%	75%	78%	

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:	To increase proficiency among all ethnic groups by 25% (14) on the 2013 Algebra End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (11) scored a Level 3 on the 2012 Algebra End of Course Exam	To increase proficiency among all ethnic groups by 25% (14) on the 2013 Algebra End of Course Exam

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Teachers Administrators Academic Coaches	Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments

3	Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Students may have basic skills and lack of experience with the application of basic and new mathematics skills	FCIM/Intervention Teacher	Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	End of Course Exams Semester Exams Student 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance Reading and writing levels of students	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Final and Semester Exams End of Course Exams Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
2					

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 the proficiency among all subgroups by 25% (14) on the 2013 Algebra End of Course Exam
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2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (11) scored a Level 3 on the 2012 Algebra End of Course Exam	Increase the proficiency among all subgroups by 25% (14) on the 2013 Algebra End of Course Exam

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: UF Credit Retrieval Program (CROP) Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
3	Students may have issues with word problem format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Students may have issues with word problem format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and new mathematics skills Students are scheduled into Intensive Mathematics along with Algebra I to provide support for struggling students. Curriculum will be aligned with the algebra pacing guide to provide the remediation of basic skills and reinforcement needed to assure success in Algebra I	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Classroom WalkThroughs and observations Monitor use of Pacing Guides Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams Semester Exams Student 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:

E. Economically Disadvantaged students not making

satisfactory progress in mathematics. Mathematics Goal E:	Increase proficiency among all subgroups by 25% (14) on the 2013 Algebra End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (11) scored a Level 3 on the 2012 Algebra End of Course Exam	Increase proficiency among all subgroups by 25% (14) on the 2013 Algebra End of Course Exam

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: College Reach Out Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goals setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini-assessments
3	Students may have issues with word problem format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Increase use of formative assessment and hands-on student-based learning with TI-Nspire Calculators and TI Navigator systems Students will be scheduled into Intensive Mathematics along with Algebra I to provide support for struggling students Curriculum will be aligned with the algebra pacing guide to provide the remediation of basic skills and reinforcement needed to assure success in Algebra I	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Classroom WalkThroughs and observations Monitor use of Pacing Guides Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams Semester Exams Student Grades
	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Increase use of formative assessment and hands-on student-based learning with TI-Nspire Calculators and TI Navigator systems	Teachers Principal Assistant Principal	Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments End of Course

4	Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Students will be scheduled into Intensive Mathematics along with Algebra I to provide support for struggling students	SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Exams Semester Exams Student Grades
		Curriculum will be aligned with the algebra pacing guide to provide the remediation of basic skills and reinforcement needed to assure success in Algebra I			

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase the number of students scoring a Level 3 on the Algebra End of Course Exam by 40% (23)
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (11) scored a Level 3 on the 2012 Algebra End of Course Exam	Increase the number of students scoring a Level 3 on the 2013 Algebra End of Course Exam by 40% (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	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Increased use of formative assessment and hands-on student based learning with TI Navigator systems	Teachers Administrators Academic Coaches	Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments
	Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Students scheduled in Intensive Math along with Algebra 1 to provide support Curriculum aligned with the algebra pacing guide to provide remediation of basic skills and reinforcement needed to assure success in Algebra I	FCIM/Intervention Teacher	Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	End of Course Exams Semester Exams Student 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	To increase the number of students scoring a Level 4 on the 2013 Algebra End of Course Exam by 25% (14)

2012 Current Level of Performance:		2013 Expected Level of Performance:			
1% (3) of students scored a Level 4 on the 2012 Algebra End of Course Exam		To increase the number of students scoring a Level 4 on the 2013 Algebra End of Course Exam by 25% (14)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining proficiency levels Course offerings limited for advanced and gifted students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day Offer Distance Learning - Partnership with Santa Fe College	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches FCIM/Intervention Teacher	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments FAIR Assessments End of Course Exams OnTrack Assessments Student Grades Semester and Final Exams
2	Students may have issues with word problem format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and new mathematics skills	Use sample test items from the State Test Item Specifications and the Florida Achieves! Website Use of diverse instructional strategies (Kagan, Marzano) Use higher order questions identified in the District Pacing Guide	Teachers Administrators Academic Coaches FCIM/Intervention Teacher	Classroom WalkThroughs and observations Monitor use of Pacing Guides Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams Semester Exams Student Grades

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal # 1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining proficiency levels Course offerings limited for advanced and gifted students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day Offer Distance Learning - Partnership with Santa Fe College	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches FCIM/Intervention Teacher	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments FAIR Assessments End of Course Exams OnTrack Assessments Student Grades Semester and Final Exams

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
Lesson Study Florida Continuous Improvement Model Book Study - Follow up						

(Marzano Instructional Strategies)		Judith Cheng, Math Coach, Alachua County Public Schools			Weekly PLC Meetings	Administrators
Book Study - Kagan Instructional Strategies		FCIM/Intervention Teacher	All Teachers Grades 6-12	August 2012 - June 2013	Data Chats	Academic Coaches
Differentiated Instruction	All Students Grades 6-12	Administration			Action Plans	FCIM/ Intervention Teacher
Effective Discipline Strategies		Jack Berckemeyer			Teacher presentations on use of strategies and sharing best practices	Teachers
Close Reading & Comprehension Instructional Sequence Training		Technology Support – Alachua County Public Schools				
Technology Training						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Extended Day	Remediation/tutor - 50 minutes	SIG Grant	\$45,000.00
Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00
Differentiated Instruction	Alachua County Public Schools	District Funded	\$0.00
Lesson Study	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$45,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM Intervention Teacher		SIG Grant Funded	\$0.00
			Subtotal: \$0.00
			Grand Total: \$45,000.00

End of Mathematics Goals

Elementary and Middle School Science 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 science.

Increase the level of proficiency by 30% (15) on the

Science Goal #1a:	2013 FCAT Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (7) of students scored a Level 3 on the 2012 FCAT Science Test	30% (15) of students will score a Level 3 on the 2013 FCAT Science Test

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	<p>Students may have difficulty understanding science test items due to test format</p> <p>Students may have difficulty understanding science vocabulary</p> <p>Behavior</p>	<p>Use District Pacing Guides to ensure coverage of all standards</p> <p>Use of Science Review Kits</p> <p>Use of effective instructional strategies/FCIM with each standard more often</p> <p>Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science</p> <p>Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students</p> <p>Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge</p> <p>Lesson Study</p> <p>Targeted Extended Day</p> <p>Set up Inquiry Labs & Reality Labs</p> <p>Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p>	<p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Science Coach</p> <p>FCIM/Intervention Teacher</p> <p>Student Support Services Team Members</p> <p>Counselor</p>	<p>Review of Classroom Walk Through and observation data</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p> <p>Data chats with teachers to discuss updates and follow up with meeting notes</p> <p>Monitor use of Pacing Guides with fidelity</p> <p>Monitor Progress of Inquiry Labs and Reality Labs</p> <p>PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies</p> <p>Bi-weekly Student Support Services Team Meetings</p> <p>Education Planning Team Meetings</p>	<p>Individual teacher meetings to discuss lesson planning and implementation</p> <p>Review of Data chats once every 9 weeks</p> <p>Teachers sharing best practices</p> <p>Student Grades</p> <p>Mini-assessments</p> <p>OnTrack Assessments</p> <p>Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)</p> <p>Use of Lesson Study data to address strengths and areas in need of development</p>

		Interactive Notebooks			
2	<p>Students may have difficulty understanding science test items due to test format</p> <p>Students may have difficulty understanding science vocabulary</p>	<p>Use District Pacing Guides to ensure coverage of all standards</p> <p>Use of Science Review Kits</p> <p>Use of effective instructional strategies/FCIM with each standard more often</p> <p>Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science</p> <p>Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students</p> <p>Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge</p> <p>Lesson Study</p> <p>Targeted Extended Day</p> <p>Set up Inquiry Labs & Reality Labs</p> <p>Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p> <p>Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed</p> <p>Use the Florida Biology Benchmark Review and Practice Test Prep book to assess standards readiness and mastery</p>	<p>Teachers</p> <p>Administrators</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>FCIM/Intervention Teacher</p>	<p>Review of Classroom Walk Through and observation data</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p> <p>Data chats with teachers to discuss updates and follow up with meeting notes</p> <p>Monitor use of Pacing Guides with fidelity</p> <p>Monitor Progress of Inquiry Labs and Reality Labs</p> <p>PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies</p>	<p>End of Course Exam</p> <p>Mini-Assessments</p> <p>Semester and Final grades</p> <p>Quarterly OnTrack Assessments</p> <p>Algebra Readiness Assessment</p> <p>Use of data from Lesson Study to address strengths and weaknesses</p> <p>Differentiated Activities</p>

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 science. Science Goal #1b:	Increase the number of students scoring a 7 on the FCAT Science Test by 2% (3)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored a Level 7 on the 2012 FCAT Science Test	Increase the number of students scoring a 7 on the FCAT Science Test by 2% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior	Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to	Principal Assistant Principal SIG Principal Science Coach FCIM/Intervention Teacher Student Support Services Team Members Counselor	Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings	Individual teacher meetings to discuss lesson planning and implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal) Use of Lesson Study data to address strengths and areas in need of development

	<p>implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p> <p>Interactive Notebooks</p>			
<p>Students may have difficulty understanding science test items due to test format</p> <p>Students may have difficulty understanding science vocabulary</p>	<p>Use District Pacing Guides to ensure coverage of all standards</p> <p>Use of Science Review Kits</p> <p>Use of effective instructional strategies/FCIM with each standard more often</p> <p>Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science</p> <p>Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students</p> <p>Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge</p> <p>Lesson Study</p> <p>Targeted Extended Day</p> <p>Set up Inquiry Labs & Reality Labs</p> <p>Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p> <p>Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed</p> <p>Use the Florida Biology</p>	<p>Teachers</p> <p>Administrators</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>FCIM/Intervention Teacher</p>	<p>Review of Classroom Walk Through and observation data</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p> <p>Data chats with teachers to discuss updates and follow up with meeting notes</p> <p>Monitor use of Pacing Guides with fidelity</p> <p>Monitor Progress of Inquiry Labs and Reality Labs</p> <p>PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies</p>	<p>End of Course Exam</p> <p>Mini-Assessments</p> <p>Semester and Final grades</p> <p>Quarterly OnTrack Assessments</p> <p>Algebra Readiness Assessment</p> <p>Use of data from Lesson Study to address strengths and weaknesses</p> <p>Differentiated Activities</p>

	Benchmark Review and Practice Test Prep book to assess standards readiness and mastery		
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the level of proficiency by 30% (15) on the 2013 FCAT Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored a Level 4 on the 2012 FCAT Science Test	Increase the level of proficiency by 30% (15) on the 2013 FCAT Science Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior	Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study	Teachers Principal Assistant Principal Science Coach FCIM/Intervention Teacher	Small group pull-outs Classroom Walk Through and observations Data Chats with students to set goals and monitor progress on accomplishing goals Data Chats with teachers Monitor use of the Pacing Guides with fidelity PLC/Science Coach weekly meetings to discuss lesson planning and implementation of instructional strategies Differentiated Activities	Mini-Assessments OnTrack Assessments Student Grades End of Course Exams

	<p>Targeted Extended Day</p> <p>Set up Inquiry Labs & Reality Labs</p> <p>Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p> <p>Interactive Notebooks</p>			
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	<p>Increase the number of students scoring a 7 on the 2013 FCAT Science Test by 5% (3)</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>No students scored a Level 7 on the 2012 Science FCAT Test</p>	<p>Increase the number of students scoring a 7 on the 2013 FCAT Science Test by 5% (3)</p>

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	<p>Students may have difficulty understanding science test items due to test format</p> <p>Students may have difficulty understanding science vocabulary</p>	<p>Use District Pacing Guides to ensure coverage of all standards</p> <p>Use of Science Review Kits</p> <p>Use of effective instructional strategies/FCIM with each standard more often</p> <p>Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science</p> <p>Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students</p> <p>Trainings:</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Counselor</p> <p>Academic Coaches</p>	<p>Review of Classroom Walk Through and observation data</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p> <p>Data chats with teachers to discuss updates and follow up with meeting notes</p> <p>Monitor use of Pacing Guides with fidelity</p> <p>Monitor Progress of Inquiry Labs and Reality Labs</p> <p>PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies</p>	<p>End of Course Exam</p> <p>Mini-Assessments</p> <p>Semester and Final grades</p> <p>Quarterly OnTrack Assessments</p> <p>Algebra Readiness Assessment</p> <p>Use of data from Lesson Study to address strengths and weaknesses</p> <p>Differentiated Activities</p>

	Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Interactive Notebooks		
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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:		Increase the number of students scoring a 4, 5, 6 by 30% (15) on the 2013 FCAT Science Test			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No students scored a Level 4, 5, 6 on the 2012 FCAT Science Test		Increase the number of students scoring a 4,5,6 by 30% (15) on the 2013 FCAT Science Test			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may have difficulty understanding science test items due to test format	Use District Pacing Guides to ensure coverage of all standards	Teachers Administrators SIG Principal	Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals	End of Course Exam Mini-Assessments
	Students may have difficulty understanding science vocabulary	Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide	Academic Coaches FCIM/Intervention Teacher	Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity	Semester and Final grades Quarterly OnTrack Assessments Algebra Readiness Assessment

1		<p>inquiry- based activities to increase student engagement and understanding of topics in science</p> <p>Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students</p> <p>Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge</p> <p>Lesson Study</p> <p>Targeted Extended Day</p> <p>Set up Inquiry Labs & Reality Labs</p> <p>Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p> <p>Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed</p> <p>Use the Florida Biology Benchmark Review and Practice Test Prep book to assess standards readiness and mastery</p>		<p>Monitor Progress of Inquiry Labs and Reality Labs</p> <p>PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies</p>	<p>Use of data from Lesson Study to address strengths and weaknesses</p> <p>Differentiated Activities</p>
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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:	
<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p> <p>Science Goal #2:</p>	<p>Increase the number of students scoring a 7 on the FCAT Science Test by 2% (3)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored a Level 7 on the 2012 FCAT Science Test	Increase the number of students scoring a 7 on the FCAT Science Test by 2% (3)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students may have difficulty understanding science test items due to test format</p> <p>Students may have difficulty understanding science vocabulary</p>	<p>Use District Pacing Guides to ensure coverage of all standards</p> <p>Use of Science Review Kits</p> <p>Use of effective instructional strategies/FCIM with each standard more often</p> <p>Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science</p> <p>Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students</p> <p>Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge</p> <p>Lesson Study</p> <p>Targeted Extended Day</p> <p>Set up Inquiry Labs & Reality Labs</p> <p>Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard</p> <p>Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed</p> <p>Use the Florida Biology Benchmark Review and Practice Test Prep book to assess</p>	<p>Teachers</p> <p>Administrators</p> <p>SIG Principal</p> <p>Academic Coaches</p> <p>FCIM/Intervention Teacher</p>	<p>Review of Classroom Walk Through and observation data</p> <p>Data chats with students - goal setting and monitoring progress on accomplishing goals</p> <p>Data chats with teachers to discuss updates and follow up with meeting notes</p> <p>Monitor use of Pacing Guides with fidelity</p> <p>Monitor Progress of Inquiry Labs and Reality Labs</p> <p>PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies</p>	<p>End of Course Exam</p> <p>Mini-Assessments</p> <p>Semester and Final grades</p> <p>Quarterly OnTrack Assessments</p> <p>Algebra Readiness Assessment</p> <p>Use of data from Lesson Study to address strengths and weaknesses</p> <p>Differentiated Activities</p>

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with students

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students maintaining	Offer online advanced	Teachers	Assign teacher and lab	End of Course

1	proficiency levels	courses	Principal	proctor to monitor student progress, and administer assessments	Exams
	Course offerings limited for advanced and gifted students due to student enrollment	Offer Distance Learning for students - Partnership with Santa Fe College Close Reading & Comprehension Instructional Sequence Training	Assistant Principal Counselor Academic Coaches		Mini-assessments Semester and Final Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	All Students Grades 6-12	Alisha Williams, Science Coach, Alachua County Public Schools	All Teachers Grades 6-12	August 2012 - June 2013	Weekly PLC Meetings Data Chats Action Plans Teacher presentations on use of strategies and sharing best practices	Administrators Academic Coaches FCIM/Intervention Teacher Teachers
Close Reading & Comprehension Instructional Sequence Training						
Florida Continuous Improvement Model						
Book Study - Follow up (Marzano Instructional Strategies)						
Book Study - Kagan Instructional Strategies						
Differentiated Instruction						
Effective Discipline Strategies						
Technology Training						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Extended Day	Remediation/tutor - 50 minutes	SIG	\$45,000.00
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00

			Subtotal: \$45,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM/Intervention Teacher		SIG Grant Funded	\$0.00
			Subtotal: \$0.00
			Grand Total: \$45,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	To increase the level of proficiency in writing on the 2013 FCAT Writing Test by 50% (99)
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (68) of students scored a Level 3 on the 2012 FCAT Writing Test	To increase the level of proficiency in writing on the 2013 FCAT Writing Test by 50% (99)

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
	Motivation Attendance Student levels of reading and writing Behavior	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan,	Principal Assistant Principal SIG Principal Reading Coach FCIMS/Intervention Teacher Teachers Student Support Services Team Members	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Monitor use of School-wide Writing Calendar Bi-weekly Student Support Services Team Meetings	Individual teacher meetings to discuss lesson planning and implementation FCIM Mini-assessments Writing - Monthly assessments through English/Language Arts classes Student Grades

1	<p>CRISS)</p> <p>Use of explicit instruction, slow release/scaffolding</p> <p>Use of Webb's Depth of Knowledge</p> <p>Lesson Study</p> <p>Provide more opportunities for students to practice writing</p> <p>Text Complexity/Higher Order Questioning</p> <p>Close Reading & Comprehension Instructional Sequence Training</p> <p>Targeted Extended Time</p>			
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	To increase the level of proficiency in writing on the 2013 FCAT Writing Test by 50% (99)
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2) of students scored a Level 4 or higher on the 2012 FCAT Writing Test	To increase the level of proficiency in writing on the 2013 FCAT Test by 50% (99)

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
	<p>Motivation</p> <p>Attendance</p> <p>Student levels of reading and writing</p> <p>Behavior</p>	<p>Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers</p> <p>Writing Training</p> <p>School-wide Writing Plan</p> <p>Provide follow up training on how to write highly effective lesson plans</p> <p>Use of effective instructional strategies (Marzano, Kagan, CRISS)</p> <p>Use of explicit instruction, slow</p>	<p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Reading Coach</p> <p>FCIMS/Intervention Teacher</p> <p>Teachers</p> <p>Student Support Services Team Members</p>	<p>Review of Walk Through and observation data</p> <p>PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes</p> <p>Monitor use of FCIM Focus Calendar with fidelity</p> <p>Monitor use of School-wide Writing Calendar</p> <p>Bi-weekly Student Support Services Team Meeting</p>	<p>Individual teacher meetings to discuss lesson planning and implementation</p> <p>FCIM Mini-assessments</p> <p>Writing - Monthly assessments through English/Language Arts classes</p> <p>Student Grades</p>

1	release/scaffolding				
	Use of Webb's Depth of Knowledge				
	Lesson Study				
	Provide more opportunities for students to practice writing				
	Writing Training				
	Text Complexity/Higher Order Questioning				
	Targeted Extended Time				
	Close Reading & Comprehension Instructional Sequence Training				

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
Writing Training						
Lesson Study						
Florida Continuous Improvement Model						
Book Study - Follow up (Marzano Instructional Strategies)		Dawn Newell, Reading Coach, Alachua County Public Schools			Weekly PLC Meetings	Literacy Team
Book Study - Kagan Instructional Strategies	All Students Grades 6-12	FCIM/Intervention Teacher Administration	All Teachers Grades 6-12	August 2012 - June 2013	Data Chats Action Plans	Administrators Academic Coaches
Differentiated Instruction		Jack Berckemeyer			Teacher presentations on use of strategies and sharing best practices	FCIM/Intervention Teacher
Effective Discipline Strategies		Technology Support – Alachua County Public Schools				
Close Reading & Comprehension Instructional Sequence Training						
Technology						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	State Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Writing Training	Alachua County Public Schools	District Funded	\$0.00
Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM/Intervention Teacher		SIG Grant	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics 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 Civics.		50% (26) of students will score a Level 3 on the Civics End of Course Exam			
Civics Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0) of students have taken the Civics End of Course Exam		50% (26) of students will score a Level 3 on the Civics End of Course Exam			
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
	Motivation	Close Reading & Comprehension	Principal	Review of Walk Through and observation data	Individual teacher meetings to

1	Attendance	Instructional Sequence Training	Assistant Principal	PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes	discuss lesson planning and implementation
	Student levels of reading and writing	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers	SIG Principal		Mini-assessments
	Behavior	Teacher to ask higher order, text specific questions and require complex tasks and assignments	Reading Coach		End of Course Exam
		Teacher to require students to support answers to questions with evidence from the text	FCIM/Intervention Teacher	Monitor use of FCIM Focus Calendar with fidelity	Student Grades
		Use of effective instructional strategies (Marzano, Kagan, CRISS)	Teachers	Weekly Department Meetings	
		Use of explicit instruction, slow release/scaffolding			
		Use of Webb's Depth of Knowledge			

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 Civics. Civics Goal #2:	10% (5) of students will score a Level 4 on the Civics End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students have taken the Civics End of Course Exam	10% (5) of students will score a Level 4 on the Civics End of Course Exam

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	Motivation	Close Reading & Comprehension	Principal	Review of Walk Through and observation data	Individual teacher meetings to discuss lesson planning and implementation
	Attendance	Instructional Sequence Training	Assistant Principal		Mini-assessments
	Student levels of reading and writing	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers	SIG Principal	PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes	End of Course Exam
	Behavior	Use of effective instructional strategies (Marzano, Kagan, CRISS)	Reading Coach		Student Grades
		Use of explicit instruction, slow	FCIM/Intervention Teacher	Monitor use of FCIM Focus Calendar with fidelity	
			Teachers	Weekly Department Meetings	

		release/scaffolding		
		Use of Webb's Depth of Knowledge		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading & Comprehension Instructional Sequence Training	All Grades 6-12	Alachua County Public Schools Curriculum Department Academic Coaches	All teachers	Fall 2012 to June 2013	Weekly PLC meetings Reading Coach-Writing Training Teacher Presentations on strategies and sharing best practices	Principal
School-wide Writing Training						Assistant Principal
Florida Continuous Improvement Model						SIG Principal
Integration of and use of technology based supports and interventions as part of instruction						Reading Coach
Lesson Study						FCIM/Intervention Teacher
Text Complexity/Higher Order Questioning						Teachers

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Writing Training	Alachua County Public Schools	District Funded	\$0.00
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM/Intervention Teacher		SIG Grant	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics 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:	50% (30) of students will score a Level 3 on the U.S. History End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students have taken the U.S. History End of Course Exam	50% (30) of students will score a Level 3 on the U.S. History End of Course Exam

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	Motivation Attendance Student levels of reading and writing	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Teacher to ask higher order, text specific questions and require complex tasks and assignments Teacher to require students to support answers to questions with evidence from the text Use of effective instructional strategies (Marzano, Kagan,	Principal Assistant Principal SIG Principal Reading Coach FCIM/Intervention Teacher Teachers	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings	Individual teacher meetings to discuss lesson planning and implementation Mini-assessments End of Course Exam Student Grades

	CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge		
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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:	10% (6) of students will score a Level 4 on the U.S. History End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students have taken the U.S. History End of Course Exam	10% (6) of students will score a Level 4 on the U.S. History End of Course Exam

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	Motivation Attendance Student levels of reading and writing	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Teacher to ask higher order, text specific questions and require complex tasks and assignments Teacher to require students to support answers to questions with evidence from the text Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge	Principal Assistant Principal SIG Principal Reading Coach FCIM/Intervention Teacher Teachers	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings	Individual teacher meetings to discuss lesson planning and implementation Mini-assessments End of Course Exam Student Grades

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading & Comprehension Instructional Sequence Training	All Grades 6-12	Alachua County Public Schools Curriculum Department Academic Coaches	All Teachers	August 2012-June 2013	Weekly PLC meetings Reading Coach-Writing Training Teacher Presentations on strategies and sharing best practices	Principal
School-wide Writing Training						Assistant Principal
Florida Continuous Improvement Model						SIG Principal
Integration of and use of technology based supports and interventions as part of instruction						Reading Coach
Lesson Study						FCIM/Intervention Teacher
Text Complexity/Higher Order Questioning						Teachers

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Writing Training	Alachua County Public Schools	District Funded	\$0.00
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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:	To increase the attendance rate to 93%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
87%	93%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
31 (10%)	15 (5%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
13 (4%)	8 (2%)

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	Motivation Parental Support Value of Education	Review School Climate Surveys from prior school year Survey students about school, their interests, Pros and Cons Home Visits Continue to offer school clubs/club day, and extracurricular activities Continue offering CROP - College Out Reach Program/Partnership with the University of Florida & Santa Fe College Continue to offer educational field trips	Principal Assistant Principal SIG Principal FCIM/Intervention Teacher Deans Teachers Counselor District Attendance Officer	Monitor student attendance Discuss student attendance at Student Support Services and Leadership Team meetings weekly Weekly Attendance Reports Home Visits Parent Conferences Create a positive school climate for students, staff and parents	School Climate Survey data (for students, staff, and parents) Weekly Attendance Data

		Positive Referrals		
		Dream Dollars (PBS)		

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
Infinite Campus Training Updates Student Services Data (discipline, attendance)	All grade levels	School Staff Student Support Services Team District Staff	All staff	August 2012- June 2013	Weekly Data chats - Leadership Team and PLC's Teacher Data chats with students that are in the top 10% 353 Intervention Plan Attendance - Parent Notification Home Visits Parent Conferences	Principal Assistant Principal Counselor Deans Check & Connect Coordinator FCIM/Intervention Teacher

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Infinite Campus Updates	Alachua County Public Schools	District Funded	\$0.00
Student Services Team Meeting Trainings	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Reduce the number of Out-of-School Suspensions by 50% (66) (based on 325 students)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
(132) 40%	(66) (20%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(132) 40%	(66) 20%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(126) 39%	(63) 19%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(126) 39%	(63) 19%

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	Recidivism Defiance Lack of Motivation to do well in school	School-wide Tier I and Tier II Positive Behavior Support Program Weekly Deans Reports Positive Referrals School Ambassadors Mentoring and Tutorials Promote joining school clubs, athletics, and extracurricular activities	Principal Assistant Principal Deans Counselor Teachers Staff	Data Chats (Attendance, and Discipline) Data Chats with Ambassadors PBS Meetings bi-weekly Monitor attendance of clubs	Collaboration with all stakeholders weekly Classroom visits Club Day visits

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infinite Campus Training Updates Student Services Data (discipline, attendance)	All grade levels	School Staff Student Support Services Team District Staff	All staff	August 2012-June 2013	Weekly Data chats - Leadership Team and PLC's Teacher Data chats with students that are in the top 10% 353 Intervention Plan Attendance - Parent Notification Home Visits Parent Conferences	Principal Assistant Principal Counselor Deans Check & Connect Coordinator FCIM/Intervention Teacher

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Training (Follow up)	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Jack Berkemeyer Discipline Training	SIG Grant	Federal Funded	\$15,000.00
			Subtotal: \$15,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	4% (12)

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
4% (12)	Decrease the Dropout Rate by 60% in 2012-2013
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
71%	Increase graduation rate to 80%

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	<p>Failed academic courses in 9th, 10th or 11th grades</p> <p>Student unable to pass one or more parts of the FCAT in reading or math</p> <p>Motivation</p>	<p>Implementation of ACT/SAT Preparation online course on campus</p> <p>Extended Day Remediation Period</p> <p>Check & Connect Program for 9th graders to prevent students from dropping out of school</p> <p>School-wide Check & Connect Advocate Clusters by grade levels</p> <p>Reading, Math, Science Coaches on site for teacher and student support (student pull-outs in small groups)</p> <p>Goal Setting for Success & Action Plans</p> <p>Offer additional courses that are rigorous (Advanced Placement) and high interest for students</p> <p>Emphasize parental involvement</p> <p>Establish and maintain mentor programs</p> <p>Offer technology based courses (Digital Design)</p>	<p>Principal</p> <p>Assistant Principal</p> <p>SIG Principal</p> <p>Counselor</p> <p>Teachers</p> <p>Deans</p> <p>FCIM/Intervention Teacher</p>	<p>Ongoing collaboration with all stakeholders (weekly)</p> <p>Use of charts and graphs to motivate students and monitor progress of student goal setting</p>	<p>OnTrack Assessments</p> <p>Stanford 10</p> <p>Check & Connect Assessments</p> <p>Behavior Plan</p> <p>FAIR Assessments</p> <p>SAT/ACT data</p>

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
Discipline Data Chats with students and teachers Positive Behavior Support Training (ongoing)	All Subjects Grades 6-12	PBS Team Leader Deans FCIM/Intervention Teacher Counselor Administrators	All teachers and staff	Bi-weekly meetings of the Student Support Services Team August 2012-June 2013	PBS updates at Leadership Meeting, PLC meetings and faculty meetings Discipline Data chats and goal setting to decrease percentage in suspensions	Principal Assistant Principal PBS Team Deans FCIM/Intervention Teacher Check & Connect Coordinator

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Check & Connect Coordinator	Grant Funded	Unied Way & AT&T Grant	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	45% (146)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45% (146)	55% (179)

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	Motivation Lack of education Value of education Transportation	Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities	Principal Assistant Principal	Survey parents, communicate with parents through newsletters and telephone calls homes Data Chats with parents Conduct Parent Forums	Surveys Monitor parent involvement School Volunteer Applications and parent participation

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
Ready to Learn Workshop Goal Setting for Student Success Parental Support	All grade levels	Guest Speakers School Staff District Staff	School-wide	August 2012- June 2013	Newsletters and telephone homes Data chats with parents Family Literacy Nights (reading, math, science)	School Administration School Advisory Council Teachers Academic Coaches FCIM Coordinator/Intervention Teacher

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Dates/times for Parent Conferences	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Technology			

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase the level of proficiency of all students in science, math and technology by 25% (14)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students levels of academic performance in the areas of math and science Skill levels in the area of technology	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Focused instruction in Extended Day Program Integration of technology-based supports as part of instruction Intervention classes to target Geometry and measurement benchmarks	Teachers Administrators Academic Coaches FCIM Coordinator/Intervention Teacher	Classroom Walkthroughs and observations Data chats with students and teachers to set goals and monitor student progress	Mini-assessments Quarterly OnTrack Assessments Lesson Study Student 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
Math & Science Institutes	All Students - Grades 6-12	School Staff Guest Speakers Student Support Services Team District Staff	All staff - Grades 6-12	August 2012-June 2013	Career Day Club/Career Planning Day Student Field Trips	Principal Assistant Principal Counselor Teachers Deans Check & Connect Coordinator FCIM/Intervention Teacher

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.			
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
	Student levels of academic performance	Increase the number of course offerings in	Teacher	Classroom Walkthroughs	Student grades

1	Students may not have access to a computer at home	technology Increase the number of students taking digital design and journalism	Administration	Teacher lesson plans Monitor progress of students Student surveys	CTE Exam Student Projects School publications: school newsletters, school yearbook
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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
Career & Technology Training	All Students - Grades 6-12	School Staff Student Support Services Team District Staff	All Staff - Grades 6-12	August 2012- June 2013	Career Day Club/Career Planning Day	Administrators Counselor Teachers Deans Check & Connect Coordinator FCIM/InterventionTeacher

CTE Budget:

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

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	Targeted Extended Day	Remediation/Tutor 50 minutes	SIG Grant	\$45,000.00
Reading	Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$500.00
Reading	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
CELLA	N/A			\$0.00
Mathematics	Targeted Extended Day	Remediation/tutor - 50 minutes	SIG Grant	\$45,000.00
Mathematics	Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Differentiated Instruction	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Lesson Study	Alachua County Public Schools	District Funded	\$0.00
Science	Targeted Extended Day	Remediation/tutor - 50 minutes	SIG	\$45,000.00
Science	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Science	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Science	Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00
Writing	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Writing	Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Writing	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Civics	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Civics	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Civics	Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
U.S. History	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
U.S. History	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
U.S. History	Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Attendance	Infinite Campus Updates	Alachua County Public Schools	District Funded	\$0.00
Attendance	Student Services Team Meeting Trainings	Alachua County Public Schools	District Funded	\$0.00
Suspension	PBS Training (Follow up)	Alachua County Public Schools	District Funded	\$0.00
Dropout Prevention	Check & Connect Coordinator	Grant Funded	Unied Way & AT&T Grant	\$0.00
Parent Involvement	Additional Dates/times for Parent Conferences	Alachua County Public Schools	District Funded	\$0.00
				Subtotal: \$135,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00

Reading	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Science	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Science	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Smart Board Training	Alachua County Public Schools	State Funded	\$0.00
Writing	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00

Subtotal: \$0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Science	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Writing Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Writing Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Writing Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Suspension	Jack Berkemeyer Discipline Training	SIG Grant	Federal Funded	\$15,000.00

Subtotal: \$15,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCIM Intervention Teacher		SIG Grant Funded	\$45,000.00
Reading	Kaplan SAT/ACT Preparation		SIG Grant Funded	\$1,100.00
Mathematics	FCIM Intervention Teacher		SIG Grant Funded	\$0.00
Science	FCIM/Intervention Teacher		SIG Grant Funded	\$0.00
Writing	FCIM/Intervention Teacher		SIG Grant	\$0.00
Civics	FCIM/Intervention Teacher		SIG Grant	\$0.00

U.S. History

FCIM/Intervention
Teacher

SIG Grant

\$0.00

Subtotal: \$46,100.00

Grand Total: \$196,600.00

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 11/7/2012)

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
The School Advisory Council has planned the following activities for the 2012-2013 school year: school supplies, Family Literacy Night, Positive Behavior Support, supporting administration, increasing school volunteerism.	\$600.00

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

School supplies, Family Literacy Nights, Positive Behavior Support

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

Alachua School District HAWTHORNE MIDDLE/HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	37%	62%	32%	167	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	51%	63%			114	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?	67% (YES)	79% (YES)			146	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					427	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Alachua School District HAWTHORNE MIDDLE/HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	36%	83%	33%	190	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	45%	54%			99	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?	47% (NO)	51% (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					387	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested