FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: A. PHILIP RANDOLPH ACADEMIES

District Name: Duval

Principal: Robert Lewis

SAC Chair: Franz Wallace

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Robert Lewis	Bachelor's Master's Degree in Educational Leadership-Georgia Southern University 1	1	14	Mr. Lewis has 24 years of educational experience in the capacity of teacher as well as an administrator in elementary, middle, and high school. He helped moved two needs improvement schools to meet AYP in Georgia. As principal, in Savannah Georgia, African American male students, students with disabilities, and low socio-economic student made AYP. Under his leadership, Shuman Middle School was recognized in the state of Georgia as a School of Excellence for making AYP for three consecutive years. Last year, he was assigned to First Coast High School as an Assistant Principal. The school did not make AYP. As AP over science at APR, students' Biology scores increased from 32 to 46 -As AP over IT, students increased Industry Certifications by 50%
		Degrees:			Ms. Heybruch taught ESE and Gifted

Assis Principal	Peggy Sue Heybruch	Bachelor of Arts, Elementary Education, Specific Disabilities, Psychology – Flagler College Master of Education, Educational Leadership – University of North Florida Certifications: Educational Leadership (All Levels) Elementary Education (K-6) Middle Grades Integrated Curriculum (5-9) School Principal (All Levels) Gifted Endorsement Exceptional Student Education (K-12)	6	6		students at Jeb Stuart Middle School during the 2002/03, 2003/04 and 2004/05 school years, where there was continuous improvement in both reading and math, including increased student achievement of the bottom quartile. Ms. Heybruch was the ESE Facilitator at Enterprise Learning Academy Elementary School during the 2005/06 and 2006/07 school years. While there, she assisted in improving writing scores. The students made adequate yearly progress in both reading and math, and the school maintained a grade of a "B". Mrs. Heybruch started the 2007/08 as the Instructional Coach at Alfred I. DuPont Middle School, where she worked closely with administrators to implement a school-wide assessment, re-teaching and enrichment process through the NWEA model. That year, the school moved from a "B" to an "A". Later that year, Mrs. Heybruch became an Assistant Principal of at Asa Philip Randolph Academies of Technology (APR). Ms. Heybruch's first year at APR the school was striving for a "B". During her time here, the school's focus changed, causing the school grades to drop to "Ds" and "Fs". The 2010/11 school year, under the leadership of Principal Kenneth Reddick, Mrs. Heybruch was an instrumental team member to change the instructional focus of APR which resulted in the school increasing the total FCAT score by 34 points. During that year, 22% of the students scored proficient in Reading, 43% made gains, and 49% demonstrated gains in the bottom quartile. These increases in student performance were essential to the improved school grade of "C". Student performance increased another 28 points in 2011/12, resulting in a project school grade of "C" or "B".
Assis Principal	N Deeo Hicks	Bachelor's Criminal Justice Master's Degree in Educational Leadership and Elementary Education– University of North Florida	5	5		Mrs. Hicks taught History and Reading at Twin Lakes Middle for 5 years. While at Twin Lakes Middle the school rose from a B to an A Mrs. Hicks is a trainer for CHAMPS and Foundations. Mrs. Hicks was an instrumental team member to change the instructional focus of A. Philip Randolph High School which resulted in the school increasing the total FCAT score by 34 points. The school did not make AYP in any sub group. Mrs. Hicks was the administrator over the math department and 70% of the students made gains on the math portion of the FCAT during the 2010 administration. 2010-2011, 54% of the students scored proficient in math, 74% made learning gains, and 64% demonstrated gains in the bottom quartile. Last year, 56% of the students scored proficient on the Algebra I EOC, 70% made learning gains, 87% demonstrated gains in the bottom quartile. The students at APR had the second highest proficiency rating in the District in regard to the high school administration of the Algebra I End of Course exam.
Assis Principal	Latisha Harvey	Bachelor's of Arts in Communications; Masters of Education in Administration	3	3		Instructional Coach Jefferson Davis Middle School- 2009-2010: Grade C Reading Proficiency 49%; Making Gains 57%; Lowest 25 % making gains 65%; 93% scored a 3.0 or above, school wide, writing; the school did not meet AYP in reading Teacher Jefferson Davis Middle School 2008-2009: Grade B. Reading Proficiency 47%; Making gains 53%; Lowest 25% Making Gains 75%; teacher subgroups met AYP in Reading; 98% met level of proficiency in writing; all teacher subgroups made AYP except SWD; school did not meet AYP Teacher Jefferson Davis Middle School 07-08 Grade B Reading Proficiency 49%; Making Gains in Reading 56%; Lowest 25% making gains 71%; 96% proficient in writing; all subgroups made AYP; school made AYP

					During the 2010-2011 school year, Ms. Harvey was an instrumental team member to change the instructional focus of A. Philip Randolph High School which resulted in 22% of the students scored proficient in Reading, 43% made gains, and 49% demonstrated gains in the bottom quartile. In regards to writing, 81% of the students scored 4.0 or above. The school did not make AYP in any sub group. Ms. Harvey was the administrator over the ELA department
Assis Principal	Mary Flynn	Bachelor of Arts in Business Administration – Edward Waters College Master's Degree in Educational Leadership and Supervision – University of Phoenix Reading Endorsed Certified	2	2	Mrs. Flynn was the drop-out prevention teacher at Twin Lakes Middle School for 4 years. While at Mattie V. Rutherford for 6 years, Mrs. Flynn took on many roles. She taught 6th grade language arts and social studies. While serving as the Reading Coach at Mattie V., she also serviced Grand Park Alternative High School and Beulah Beal Teen Parenting Center. She was also the Behavior Interventionist for 3 years. During the 2009-2010 school year she taught Academic Literacy at A.P.R. 60% of her students made gains on the reading portion of the FCAT during the 2010 administration. In the 2010-2011 school year, 22% of the students scored proficient in Reading, 43% made gains, and 49% demonstrated gains in the bottom quartile. Last year, as the administrator over the content area of reading, 27% of the students scored proficient in Reading. 54% made gains, and 51% demonstrated gains in the bottom quartile.
Assis Principal	Erica C. Williams	VE K-12 Principal All Levels Educational Leadership	1	4	Achieved the 2nd highest gains in math for the district while at Raines (2011-2012) Achieved the task of securing 10 bonus points for Ed. White two years in a row (2009-2011). School grade movement from F to D at Ed White (2009-2010). Moved school from D to projected B/C at William M. Raines (2011-2012). Successfully secured 80% proficiency in Writing while at Ed. White as an Administrator (2009-2010).

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Rebecca Durkin	Bachelor of Science in Education – The University of Georgia National Board Certification in Mathematics, Masters of Education Leadership-The University of North Florida	4	4	Mrs. Durkin taught seventh and eighth grade math at Highlands Middle School (C) for 5 years. She then taught Algebra I, Geometry, Liberal Arts Math, Intensive Math, and Algebra II while at Sandalwood High School (C) for 3 years. Mrs. Durkin started as the Math Coach at A.P.R in October 2009. The year after her arrival at APR, FCAT math proficiency improved from 46% to 54%, learning gains moved from 59% to 74%, and bottom quartile gains increased from 59% to 64%. Last year, 56% of the students scored proficient on the Algebra I EOC, 70% made learning gains, 87% demonstrated gains in the bottom quartile. The students at APR had the second highest proficiency rating in the District in regard to the high school administration of the Algebra I End of Course exam.
					Mrs. Humphreys taught Spanish and Intensive Reading at Navarre High School from 2003-2006 (B) in Santa Rosa County. In 2006, she started teaching at Terry Parker High (D) from 2006-2009. In 2007, she became the department chair and lead

Subject	Name	Degree			Experience / Notes
Reading	Julie Humphreys	Bachelor of Arts in Spanish – The University of Tennessee, Master's of Teaching & Learning with a concentration in Elementary Reading-NOVA Southeastern University	4	4	teacher for the Reading department. While teaching at Terry Parker, she taught 11th and 12th grade Intensive Reading, 9th and 10th grade Intensive Reading, Fast ForWord, and ESOL Reading. In October 2009, she was hired as an instructional coach for A.P.R. As the instructional coach, 73% of her pull out population showed reading gains on the FCAT. In addition, the students that she served during afterschool tutoring, 90% of them passed the Reading FCAT. In 2010-2011, she became the Reading Coach for A. Philip Randolph. During this school year, 22% of the students scored proficient in Reading, 43% made gains, and 49% demonstrated gains in the bottom quartile. In regards to writing, 81% of the students scored 4.0 or above. Furthermore, during 2011-2012 school year, 27 % of the students scored proficient in Reading, 54% made grains, 51% demonstrated gains in the bottom quartile as well as 88 % of the students showed proficiency in writing.
Science	Irma Walters	Bachelor of Arts in Science-University of Florida	3	3	Ms. Walters has taught in the Duval County school board system for 32 years. She has previously taught at Raines High School and Mandarin High School. This is her third year as a Science Instructional Coach. She has served as Department Head for numerous years, was involved in the Teacher Leader Program and has sponsored many organizations. The grade at APR last year was a "C" but AYP was not met. During the 2010-2011 school years Ms. Walter became the Science Coach for the school. Under her leadership, the Science Department had a 36% level 3 and higher proficiency rate which equates to a 12% gain and its' first level 5 student for that school year. During the 2011 – 12 school year they had a 46% mean average on the Biology EOC.
Reading	Lorietta Howard	Bachelor of Science in Elementary Education with concentration in Mentally Handicapped.-Edward Waters College-Bachelor of Arts in Sociology with concentration in Social Work-Master in Educational Leadership – Grand Canyon University	4	1	Ms Howard has been teaching for the past 18 years in both Pinellas and/or Duval counties. She has taught Exceptional Education in elementary, middle and high schools working extensively with social and economical disadvantage students. 2005-2009 while at Mattie V. Rutherford she was an Intensive Reading teacher and the Reading Coach at Mattie V. Rutherford and Grand Park 2006-2008. 2009-Present while at Asa Philip Randolph she has been an Intensive Reading teacher, PUSH-IN and Pull-OUT Teacher 2011-2012, Saturday School coordinator and Response to Intervention coordinator presently she the Instructional Coach for reading. During the 2011-2012 year the 9th and 10th grade student demonstrated increase in reading gains from 43% the previous year to 46% reading gains in 2012.

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	Provide teachers with common planning within their disciplines	Administrators	Ongoing	
2	Teachers are provided with professional development opportunities to implement district initiatives.	Academic Coaches, District personnel, State personnel	Ongoing	
3	Meet and greet new teachers to acclimate them to our campus	Danielle Wilson, PDF	August, 2012	
4	Professional development featuring workshop model, FCIM, Depth of Knowledge, and lesson study	Danielle Wilson, PDF	Ongoing	
5	Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made.	Danielle Wilson, PDF	Ongoing	
		Academic Coaches,		

6	Bi-weekly CLC meetings by discipline for sharing of best practices and collaboration	Assistant Principals, Department Chairs	June 2012	
7	Professional Development provided through the Schultz Center	Individual Personnel	June, 2012	
8	Weekly focused observations with specific feedback on instructional practices and next steps	Principal, Academic Coaches, Asst. Principals, Mentors	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
N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
59	8.5%(5)	27.1%(16)	45.8%(27)	18.6%(11)	40.7%(24)	62.7%(37)	13.6%(8)	1.7%(1)	15.3%(9)

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
Danielle Wilson	Marshae Best (alt cert)	2nd and 3rd years teachers are paired with mentors from the same discipline when possible in an effort to provide continuing support.	Weekly meetings, monthly meetings, observations, completion of the MINT(TIP) Program
Danielle Wilson	Monique Bell	First year teachers are assigned to mentors, instructional coaches, designated administrators to assure the highest level of support.	Meets 2 -3 times weekly and coaches for support, receives training for lesson planning, OnCourse, Inform, and classroom management techniques, completion of the MINT (TIP)
		First year	

Danielle Wilson	Thomasina Ford	teachers are assigned to mentors, instructional coaches, designated administrators to assure the highest level of support.	Meets 2 -3 times weekly and coaches for support, receives training for lesson planning, OnCourse, Inform, and classroom management techniques, completion of the MINT (TIP)
Lorietta Howard	Donte Ursin	2nd and 3rd years teachers are paired with mentors from the same discipline when possible in an effort to provide continuing support.	Weekly meetings, monthly meetings, observations, completion of the MINT(TIP) Program
Lorietta Howard	Leah Parsons	First year teachers are assigned to mentors, instructional coaches, designated administrators to assure the highest level of support.	Meets 2 -3 times weekly and coaches for support, receives training for lesson planning, OnCourse, Inform, and classroom management techniques, completion of the MINT (TIP)

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

A. Philip Randolph School has created a Parent Liaison position to increase parental involvement.

Title I, Part C- Migrant

Title I, Part D

Title II

Professional development opportunities for teachers and administrators have been made available through the Schultz Center for Teaching and Leadership.

Title III

Title X- Homeless

A.Philip Randolph School in conjunction with the DCPS Homeless Education Program will work to identify and provide services to students in need.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

A. Philip Randolph School in conjunction with the JSO will identify 10 – 20 students per quarter as those who are at risk for violent behavior. The program will provide mentoring sessions with the School Resource Officer (SRO).

Nutrition Programs

Families may apply for Free or Reduced lunch through the DCPS lunch program. Families may also be referred to the Ribault Family Resource Center if in a severe case.

Housing Programs

Families who have lost their homes are referred to the Ribault Family Resource Center for assistance. Students who have found themselves in a homeless situation are referred to the district Homeless Education Office as well as the Ribault Family Resource Center.

Head Start

Adult Education

The Performance Based Diploma Program (PBD) provides opportunities to students that are over age, disadvantaged, or at risk of dropping out of school. Students may also be referred to Florida State College at Jacksonville (FSCJ) for coordination of Adult Studies.

Career and Technical Education

Asa Philip Randolph is a fully dedicated Magnet School. It offers students opportunities to participate and earn certification in six career areas: Health Science, Information Technology, Engineering Manufacturing and Construction, Cosmetology, Fire Rescue, and Public Safety. Students are given the opportunity to participate in ASVAB testing. Students are also directed to FACTS.org for additional assistance.

Job Training

Students participate in internships through their career programs. In addition students have the opportunity to participate in Co-operative Education within these programs. On Job Training (OJT) is offered to EESS students through an onsite district Job Coach.

Other

School Improvement Grant
Asa Philip Randolph School is using the funds to enhance the total learning environment for students and teachers. Teachers are common planning for at least two hours per week. A signing bonus was given to faculty to promote recruitment and retention. Teachers are participating in professional development on Saturdays to maximize their knowledge base. Additional teachers will be hired to provide pull opportunities for students in the area of reading and math.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Administrator: Reddick and Flynn, Counselor: Rutledge CTE: Pfister ,PAS: ,English:
- ESE: Warlick, ESOL: Humphreys/Morgan, Foundations: Mason, Math: Still, Reading: Laws and Hoover, Science: Miller, Social Science: Flint, RtI Facilitator : Howard

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

The team meets twice a month before or afterschool. The team will review progress monitoring data and identify students who are meeting and not meeting established benchmarks. Based on the data, the team will identify professional development and resources that are needed at each level. The team will collaborate regularly to solve problems, share effective practices, evaluated implementation, and practice new processes and skills.

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

The school based RtI leadership team collaborated with other SIP members for the development of the school improvement plan. The team participates in the monitoring of the plan. It helps set clear instructional expectations, facilitates the development of a systemic approach to teaching, and aligns processes and procedures.

MTSS Implementation

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

Baseline data mathematics/science: District benchmark testing
Baseline data reading: District benchmark testing, Florida Assessment for Instruction Reading (FAIR) tracked through PMRN
Progress monitoring mathematics/science: District benchmark testing, progress monitoring mini-assessments
Progress monitoring reading: FAIR, progress monitoring mini-assessments, monthly common assessments
End of year: EOC Exams, FAIR, FCAT, benchmark testing in mathematics and science

Frequency: Data from formative assessments will be collected and analyzed by the data coach. Teachers will meet weekly in PLC's to determine next steps and interventions based on the data.

Describe the plan to train staff on MTSS.

Ms. Howard gave a PowerPoint presentation during the faculty meeting on September 8, 2010. She provided the faculty with directions for registering for the RtI course that is located at http://www.florida-rti.org/introCourse/.Full training and implementation will be in place by 2011.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Auth- Media Specialist
Flynn-Administrator
Harvey- Administrator
Heybruch- Administrator
Humphreys- Instructional Coach
Howard-RTI School Facilitator
Laws-Intensive Reading Department Chairman
Leverette-English/Language Arts Department Chairman
Wilson- Social Studies Department Chairman
TBA- Reading Coordinator (DOE) will attend when available

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

First meeting will be held in October 2011. Meetings will be held on the third Tuesday of each month to plan activities that will infuse literacy strategies in every classroom as well as assess how previous strategies have worked for our population.

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

At least 50% of the student body will reach the 25 book campaign goal and incorporate literacy strategies in science, social studies, and CTE classes.

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.

CTE, Social Studies, Science, ELA, Reading, PE, and Spanish teachers are being trained to implement FCIM reading focus lessons within their content area. Several CTE and Social Studies teachers have participated in Reading Competency II training during Saturday's professional development.

*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?

Students participate in internships and real world experiences through the career and technical courses. Teachers make cross-curricular connections between the CORE subject areas and the CTE courses. Advisory boards offer students opportunities for additional internships, trainings and job shadows to expose the students to future career opportunities.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Guidance counselors meet with each individual student to ensure their program of study is on track and of their interest. Students are encouraged to complete a program of study so that they will acquire industry certifications. Elective classes are career focused. Parents are encouraged to participate in their student's academic planning.

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

1. APR provides opportunities for participation in rigorous courses through dual enrollment and advanced placement.
2. APR career academies provide opportunities to increase job skills and awareness by hands on experiences and job shadowing.
3. APR provides access to preparation courses for SAT and ACT thereby improving scores and opportunities to participate in postsecondary programs.

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:	Our goal is to increase the percentage of students achieving proficiency (FCAT Level 3) in Reading from 18% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (54)	24% (65)

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	Tier one core instruction needs to be modified in order to meet the needs of the students who are not yet proficient.	Teachers will also utilize multiple strategies that demonstrate high order thinking. All teachers will use multiple DOK strategies	Flynn & Howard	Data chats will happen periodically to track student progress as measured by various assessments such as the Benchmark Test, FAIR, and teacher assessment.	Data Chat Forms, Student Gold Cards, Student test results, etc.
2	Classroom Rigor	Work with teachers more in depth through PLC and the coaching cycle with Question Stems, Analyzing data, student work, and Depth of Knowledge	Flynn & Howard	Evidence of process will be lesson plans, student work, walkthroughs, PLCs minutes, and Observations by Administration	Progress monitoring Benchmark Assessments
3	Some teachers do not use an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.		Flynn	Daily Classroom Observations	Classroom Observation Look Fors

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal is to maintain and increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in Reading from 9% to 12%
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(28)	12% (33)

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	Classroom Rigor	Provide teachers with more in depth training on QAR, Question Stems, Differentiated Instruction, and Depth of Knowledge	Howard	Walkthroughs and Observations by Administration	Progress monitoring Benchmark Assessments
2	Students' Course Schedules	Schedule students into challenging courses	Guidance Department	EOC, MAP and Benchmark Assessments, Teacher Based Assessments, AP Exam Scores	Administration, Classroom Observations and Differentiated Instruction by the Teacher
3	In most classrooms, teacher questioning strategies and student tasks and assessments do not follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels.	School-based coaches will work with individual teachers through the intensive coaching model to facilitate the incorporation of questioning strategies and tasks and assessments that follow an appropriate progression of rigor.	Flynn & Howard	Classroom Observations	Classroom Observation Look Fors
4					

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

	Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal is to increase the Our goal is to increase the percentage of students making learning gains in reading from 54% to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(164)	59% (161)

	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	Dynamics of the intensive reading classes where students' needs are met in a CAR-PD setting verses intensive reading classes.	Provide additional safety nets such after school tutorials, lunch and learn, and Saturday School.	Literacy Leadership Team (LLT) & Flynn	FAIR Assessments Data	FAIR
2	Student Attendance		Administrators & Teachers	Attendance committee, RtI team, SDM, Guidance,	OnCourse Attendance System
3	Changes in Test complexity	Teachers use question stems that mirror the complexity level of the FCAT and they will unpack the benchmark to increase student achievement.	Flynn & Howard	Classroom observations, acountable talk among students, and student talk	DOK, FAIR, and Teacher made assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Our goal is to increase Reading gains for the students in our lowest 25% from 51% to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(59)	57%(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
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1	Not identifying and servicing the lowest 25%.in its entirety.	Increase the number of times students' receive tier three instruction.	Flynn & Ursin	Pus-in, Pull-outs	FAIR
2	Student Attendance	Identify the population that has a high absentee rate and build a relationship those targeted students.	Administration, Faculty, staff	Attendance committee, RtI team, SDM, Guidance	OnCourse Attendance System
3	Accurately identify and report chronically absent students		Administrators & Cummings	Clerk attendance records	Check attendance records quarterly to see if student attendance is improving

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal is to maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Black: 15% (47)		Black: 26% ( ) (Safe Harbor Target)		

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Due to the large population of students who are AYP targets teacher will have limited time to provide individual instruction.</td>
<td>Strategies such as Lunch and Learn, after school tutorials, Saturday school tutoring, and pull-out tutoring during the school day will be used to ensure students make AYP</td>
<td>Administration and Instructional Coaches</td>
<td>Student attendance and participation in activities</td>
<td>Benchmark and other assessments</td>
</tr>
<tr>
<td>2</td>
<td>Student Attendance</td>
<td>Teachers use question stems that mirror the complexity level of the FCAT

Use strategies to increase student engagement</td>
<td>Administration and Instructional coaches</td>
<td>Classroom observations, attendance reports</td>
<td>DOK, Benchmark Tests, Informal Teacher made assessments</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C: | Our goal is to maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA (Number of students is less than 3) | NA (Number of students is less than 30) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>ESOL students scheduled into courses that are not appropriate for their individual needs.</td>
<td>Place students in appropriate courses based on their individual needs.</td>
<td>Guidance Counselors</td>
<td>CELLA Scores</td>
<td>Individual Student Grades</td>
</tr>
</table>

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: | Our goal is to maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA (Number of students is less that 30) | NA (Number of students is less than 30) |

	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	ESE students scheduled into courses that are not appropriate for their individual needs.	Place students in appropriate courses based on their IEPs.	ESE Teachers	Regular IEP Reviews	IEP Goals and Objectives
2	Many ESE Students need Remedial Reading Instruction	Schedule all Level 1 and dis-fluent Level 2 ESE students into an Intensive Reading Course	ESE Lead Teacher, ESE Teachers, Guidance Counselors	Checking of Student Schedules	Monitoring by Administration and Teachers

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:	Our goal is to maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (46)	28% ( ) (Safe Harbor Target)

	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 Need Intensive Reading Intervention	Students in the Economically Disadvantaged subgroup who scored a level 1 or dis-fluent level 2 on their Reading FCAT will be scheduled into an intensive reading class.	Guidance counselors, Intensive Reading Teachers, Administration	Periodic SRI Testing	SRI Assessmet

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI	ALL	RtI Team	School-wide	Quarterly	Monthly RtI Team Meetings	Administrator & RtI Coordinator
Lesson Study	ALL	Academic Coaches	Core Content Areas	Three times per year	Administrators observation & teacher feedback	Administration
Gradual Release	ALL	Academic Coaches	School-wide	Bi-weekly	Coaching Cycle	Administration

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

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

End of CELLA Goals

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:	Increase the percentage of students achieving proficiency (Level 3) in math by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% ( )	59% ( )

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of trend data to help guide instructional focus.	PLCs discussion in regard to prior knowledge or prerequisites	Math Coach, Teachers, and Administrators	Increase students' scores on EOCs.	Results on benchmark testing and other assessments.
2	Students lack sufficient prior knowledge.	Teachers will model a daily focus lesson designed to review prerequisite skills for content knowledge.	Mathematics Coach and Math Teachers	Data Analysis of Pre and Post Tests mini assessments	Focus Lesson Assessments (FLA)
3	Computer Based Testing	Incorporate FLAs on computers as often as possible.	Math Coach, Teachers, & Administration	Student inquiry	FLAs

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 mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase students achieving above proficiency (level 4s and 5s).			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
19% (30)	20% (11)			
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not taking enough rigorous classes.	Provide enricment days using FCIM cycle.	Administration	Examine data to see if there is an increase in students' scores on assessments (benchmark, FLA and teacher made test).	FLA and Benchmark
2	Use resources and other supplemental materials	School-based math coach and math teachers.	Lesson plans and Walk Throughs.	Monitoring document	Monitoring document
3	Not enough rigor or differentiated instruction occurring for current high performing students as the focus has been on the bottom quartile	Research the possibility of creating a math club such as Mu Alpha Theta.	Administrator, Math Coach, and Mr. Still (school-based math teacher)	student membership in club	Retention of the program.

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the percentage of students making learning gains.

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% ( )	77% ( )

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		Create Algebra I focus calendar and lessons specifically based on our most recent data	Administrator, Math Coach, Math teachers.	Walk Throughs and focus lessons.	FLA and Benchmark results
2	Student Attendance	Identify the sub-group that has a high absentee rate and build a relationship those targeted students.	Administration, Faculty, and staff	Attendance committee, RtI team, SDM, Guidance,	OnCourse Attendance System
3	Changes in test complexity	Teachers will use test item specifications that mirror the complexity level of the EoC exam and they will unpack the benchmarks to ensure that they are taught at the level at which they will be assessed	Administration, Teachers, and Math Coach	Classroom observations, accountable talk amongst students, and student task.	DOK, focus lesson assessment and teacher made assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percentage of students in the lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% ( )	68% (63)

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	Few teachers employ a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest.	We will implement an interactive Intensified Algebra course for all level 1 students to engage them in active participation.	Hicks, Durkin, Beers, and Belgrave	Walkthgoughs and lesson plans	Walkthrough document
2	Transportation	We are researching opportunities to have buses provided for After school tutorials and Saturday school.	Principal	Attendance Rates	Attendance Log
3	Limited training for instructors before they were required to implement the program	Seek additional support from the district.	District and Administration	Conversation with training participant	Walkthrough

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 # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 46% ( )	Black: 49% ( ) (Safe Harbor target)

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
	Teachers are not differentiating instruction based on the student's different learning styles	Engage teachers in Lesson Study to improve lesson delivery. The district and school-	Administrators and Instructional coaches.	Assessments monitoring	Lesson Study Documents and Walkthrough document

		based mathematics coaches will support teachers through the coaching cycle (i.e., co-planning, modeling, co-teaching, observing, and debriefing) on employing a variety of learning strategies that engage students in active participation, address multiple learning styles and cultural experiences, and stimulate students' intellectual interest into daily instruction.			
2	Due to the large population of students who are AYP targets teacher will have limited time to provide individual instruction.	Strategies such as after school tutorials, Saturday and pull-out tutoring during the school day will be used to ensure students make AYP	Administrators and Instructional Coaches	Sign-in logs and assessments	Benchmark and other assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA (Number of students less than 30)	NA (Number of students less than 30)

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 need extra Intensive mathematics Intervention	9th grade students in the EEL subgroup who scored a level 1 on their mathematics FCAT will be scheduled into an intensified mathematics class All other grade levels that have not passed the FCAT will be placed into an intensive mathematics class.	Guidance counselors, mathematics teacher and administrators	Schedules	Schedules
2	Teacher assessments not mirroring the complexity of the state test.	Teachers use question stems that mirror the complexity level of the FCAT	Administrators and Instructional coaches	Classroom observations	DOK, Benchmark Tests, Informal Teacher-made assessments
3	Student Attendance	Use incentive program to motivate students to attend school. Contract parents of students who have missed 5 or more days each month.	Attendance clerk and administrators	Attendance reports	Attendance reports

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:	Maintain the AYP subgroups that have made AYP while concentrating on the AYP subgroups that need to show yearly progress.			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	NA (Number of SWD students do not make a subgroup)	NA (Number of SWD students do not make a subgroup)			

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	ESE students scheduled into courses that are not appropriate for their individual needs.	Place students in appropriate courses based on their IEPs.	ESE Teachers, guidance and administrators	Regular IEP Reviews and schedules	IEP Goals and Objectives
2	Many ESE Students need Remedial Math Instruction	Schedule all Level 1 and Level 2 ESE students into an Intensive Mathematics Course	ESE Lead Teacher, ESE Teachers, Guidance Counselors, instructional coach	Checking of Student Schedules	Monitoring by Administration and Teachers
3	Basic mathematics comprehension abilities are far below grade level	Differentiating Instruction Before and after school tutoring Teachers using scaffolding and gradual release model of instruction	ESE Teachers and administrators	Administrator walk-throughs Lesson plans	Walk-thorughs Benchmarks Teacher-made standards-based assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Decrease the percentage of ED students by 10% to meet AYP throught Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% ( )	51% ( )

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 need Intensive Mathematics Intervention	Students in the Economically Disadvantaged subgroup who scored a level 1 or level 2 on their mathematics FCAT will be scheduled into an intensive mathematics class.	Guidance counselors, Intensive mathematics Teachers and administrators	Schedules and course master	Student schedules and course master
2	Students need extra Intensive Mathematics	Push-in and Pull-outs	Instructional coach and administration	Focus lesson assessments	Focus lesson assessments and

Intervention			Benchmarks	benchmarks

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

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

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:	Algebra 1 Goal #1: Our goal is to maintain and increase the percentage of students making a level 3 on the Algebra EOC from 43% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (37)	50% (37)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The first month of school we did not have 3 teachers in the accountability area.	Have math coach and push-in/pull-out teachers to cover classes to ensure instruction is taking place.	Hicks Barton Durkin	Walk-throughs	Lesson plans
2	Limited learning resources	Find additional online resources	Hicks Teachers	Assessment	Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal is to maintain and increase the percentage of students making a level 4 and 5s on the Algebra EOC from 7% to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	11% (9)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Contact parents	Cummings & Administrators	Attendance committee RtI team AIT	OnCourse Attendance System
2	Computer Based Testing	Incorporate FLAs on computers as often as possible.	Math Coach Teachers Administration	Student inquiry	FLAs

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Algebra 1 Goal #3B: The percentage of student subgroups by ethnicity making satisfactory progress in Algebra 1 will increase to the predicted levels of performance by the end of the 2012-13 year based on FCAT 2.0 results
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33% Black: 31% Hispanic: 33% Asian: 33% American Indian: N/A	White: 35% Black: 37% Hispanic: 50% Asian: 43% American Indian: 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	3B.1. Students may not be prepared for Algebra 1, lacking necessary skills and conceptual depth of understanding for success	3B.1. Teachers will begin on day 1 to demand and accept only at or above standard work from Algebra 1 students. Students will rework to proficiency	3B.1. Principal Content-area AP Grade-level AP(s) PLC Lead Teacher Math Coach	3B.1. Monitoring test results Formal and informal observations.	3B.1. Benchmark, Learning Schedule Assessments, District 5 Q/A quizzes, CBT, teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	

Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Algebra 1 Goal #3E: 35% of Economically Disadvantaged students will perform at = Level 3 on the Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (24)	35% (25)

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
	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of supplies Technology outside of school Different set of responsibilities Education is not primary focus	Identify students Offer snacks during after-school tutoring Provide supplies Differentiate Instruction Contact Parents	Classroom Teachers Math Instructional Coach Algebra 1 Administrator Parents	Looking at student protocols.	Teacher observation
2	3E.2. Students who lack test taking skills and confidence, including test anxiety and time management. Students not seeing questions that are equivalent to level of Algebra 1 EOC	Students will use 4-column method to answer test/quiz questions; Teachers will model thinking process for students; Teacher will choose questions from state's websites for Focus Lessons that model test items; Students will use PSAT skills; Students will use interactive web-sites	Classroom Teachers Math Instructional Coach Algebra 1 Administrator	3E.2. Pre- and post-benchmark Focus Lessons Exit Slips 5QAs Looking at student protocols	3E.2. Reports on various assessments; Teacher data notebook; Teacher observation
3	3E.3. Planning for and use of higher-order questions to promote critical thinking and deeper understanding (teachers not thinking like students	3E.3. Teachers will use vocabulary acquisition; Use of living word wall; Teachers will complete problems before class and discuss during PLC; Observe other teachers	3E.3. Classroom Teachers Math Instructional Coach Algebra 1 Administrator	3E.3. Pre- and post-benchmark Focus Lessons Exit Slips 5QAs Looking at student protocols.	3E.3. Reports on various assessments; Teacher data notebook; Teacher observation

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:	Our goal is to establish 50% of the students taking the Geometry EOC achieving a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (63)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	2 new teachers	Provided the new teachers with extra support	Hicks Durkin	LSAs Benchmark	Walk-through
2	Attendance		Cummings & Administrators	Attendance Committee RtI team AIT	OnCourse Attendance System
3	Computer Based Testing	Incorporate FLAs on computers as often as possible.	Durkin Teachers	Student inquiry	FLAs

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:	Our goal is to establish 6% of the students taking the Geometry EOC achieving a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	6%(8)

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 missing school due to unforeseen circumstances.	Provided students with interventions and enrichment	Barton Berry	Follow-up Increased test scores	Insight

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
Gradual Release	ALL	Academic Coaches & Administrator	School-wide	Early Release	Coaching Cycle & Walk-throughs	Administration
Student Portfolios	Accountability Areas	Administrators	School-wide	Early Return	Classroom Walk-through	Administration
Rigor	ALL	Administrators & Coaches	School-wide	Early Release	Classroom walk-through	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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. Science Goal #1a:	Science Goal #1A: 39% of grade 8 students will score Level 3 or higher on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (112)	39% (123)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Seeing students every other day with modified block scheduling	1A.1. Common board configuration including objectives, essential questions, bell ringers (warm-ups), and Focus Lesson on Strands (Nature of Matter, Energy, Force and motion, Processes That shape the Earth, Earth and Space, Processes of Life, How Living Things Interact with Their Environment, and Nature of Science).	1A.1. Instructional Coach, Science Lead, and AP's	I.A.I. Focus walks/classroom visits will be conducted by the administrative team and Coaches to ensure all Science teachers are using common board configurations	1A.1. Administrative team and Coaches will utilize Weekly Focus Element forms to conduct daily classrooms visits.
2	1B.1. Seeing students every other day with 4x4 Block/Skinny	1B.1. Teachers will utilize differentiate instruction (DI) with evidence-based instruction and interventions within Science and ELA classes.	1B.1. Science Lead Teacher, AP's, and Instructional Coach	1B.1. Focus walks/classroom visits will be conducted by the administrative team and Coaches daily to review lesson plans documenting and displaying evidence of DI	1B.1. Administrative team and Coaches will utilize Weekly Focus Element forms to conduct daily classrooms visits.

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #1B: 10% of grade 8 students will score above proficiency (level 4 or higher) on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (21)	10% (32)

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	2A.1. Seeing students every other day with A/B scheduling	2A.1. Teachers will utilize differentiated Instruction with evidenced based instruction and interventions with Science classes.	2A.1. Science lead teacher, AP's and Instructional coach	2A.1. Focus walks/classroom visits will be conducted daily by the administrative team and coaches to review lesson plans and view evidence of differentiated instruction	2A.1 Science assessments tied to science standards administered in accordance with the learning schedule
2	2A.2. Teachers will determine core instructional needs by reviewing common assessment data.	2A.2. Science lead teacher, coaches, AP's will collect and analyze results of common assessment data to determine progress toward benchmark	2A.2. Science Lead teacher, AP's coach.	2A.2. Science assessments tied to science standards administered weekly	2A.2. Science assessments tied to science standards administered in accordance with the learning schedule

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 science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Florida Alternate Assessment High School Science Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

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

areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Our Science goal is that the 95% of our students will score proficient on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(159 Students)	95% (146 Students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The test is computer based, so students will need practice on the testing system.	Set up/schedule students into a computer lab to practice on the software.	Heybruch Walters	Teacher will review student worksheets after the completion of the practice test on the computer.	Student feedback Teacher feedback
2	New Biology item specifications need to be analyzed.	Biology common planning will be used to analyze the test specifications and unpack the benchmarks.	Walters & Biology Teachers	Benchmarks will be written in lesson plans and item specifications will be used to provide instruction and create assessments.	Focus Lesson Data Benchmark Data 5 E Lesson Plans

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Our goal is to have 22% of our students to score above proficiency on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (31 Students)	22%(34 Students)

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	Rigor	Provide additional support on including rigor during the PLC's, lesson study and coaching on higher order questioning and conversations.	Heybruch & Walters	Lesson plans have scripted higher order question, discussion probes and conversation starters.	Benchmark data Lesson plans Classroom observations and walk through documentation.
2	Students lack of background knowledge.	Pre-Assessment before each concept that is used to target differentiated instruction and build any needed background knowledge.	Walters & Science Teachers	Teacher analysis of growth in scores from pre and post test in each unit	Lesson plans with differentiated groups. Benchmark data Focus Lesson Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking Benchmarks	All	Coaches and/or District Science Coach	All Science Teachers	Early Release	Teachers will incorporate the unpacked benchmarks in their focus lessons, test and daily classroom instruction.	Administration and Science Coach.
Higher Order Quesions	All	Coaches and/or District Science Coach.	All Science Teachers	Early Release	Teachers will incorporate high order questioning, discussions and tasks into their lesson plans and daily lesson presentations.	Administration

Science Budget:

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

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:	Our goal is to increase the number of students who score proficient (4.0 or higher) on the FCAT Writes! from 88% to 93%
2012 Current Level of Performance:	2013 Expected Level of Performance:

Out of 162 students,88% or 155 students scored proficient (3.0 or higher		Out of 141 students, 93% or 131 students will score proficiency on the FCAT Writes!		

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	Analyzing individual student data to identify strengths and weaknesses through holistic grading practicing	Implement the SRE and FRIES strategy supported by the district in social studies and ELA classes	Ms. Harvey & Mrs.Humphreys	Student writing samples and data from District timed Writings	Student writing samples and FCAT 6 point Rubric Anchor sets provided by the state
2	Students are not assessed in a simulated testing environment	Plan a Mock FCAT Writing test during the school year to simulate the testing environment	Ms. Harvey, AP Mrs. Humphreys, Instructional Coach Leverette and Klinger, 10th grade ELA teachers	Analyze and compare data to identify differences in student scores based on testing environment	Student scores from MOCK test
3	More than 50% of the students will require differentiated instruction	Use the instructional coach to PUSH IN and PULL OUT; implement WRITING BLITZ	Ms. Harvey, AP	Attendance in BLITZ and student writing samples	FCAT 6 point Rubric Anchor sets provided by the state

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:	Writing Goal #1B: Increase the number of students scoring 4 or higher by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (100)	39%(123)

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	1B.1. Students lack of knowledge and or practice using the writing process	1B.1. Explicitly teach all steps of the writing process, utilizing Steps Up to Writing and model the use of rubric scoring with students to increase the quality of student writing Implement school wide writing plan	1B.1. Instructional Coach Administrators Teachers	1B.1. Analyze data from district writing prompts and student work, data chats in PLCs	1B.1. Rubrics, Data Chats, classroom observations, and lesson plans
2	1A.2. Students lack of knowledge in grammar usage and writing conventions and mechanics	1A.2. Students are scheduled into academic electives focusing on grammar and writing conventions and mechanics	1A.2. Instructional Coach Administrators Teachers	1A.2. Analyze data from district writing prompts and student work, data chats in PLCs	1A.2. Rubrics, Data Chats, classroom observations, and lesson plans
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

3	Lack of teacher knowledge and training on new scoring/ rubric for FCAT writing	Provide professional development on new scoring rubric for FCAT writing	Instructional Coach Administrators Teachers	Analyze data from district writing prompts and student work, data chats in PLCs	Rubrics, Data Chats, classroom observations, and lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Scoring Anchor Essays	9th and 10th grade ELA and Social Studies	District Instructional and School-Based Academic Coach	Schick, Harris, Klinger, Leverette, Best, and Reddick, C.	Quarterly	Weekly PLC Meetings	Administrator & Academic Coach
Writing Across Content Areas	9th and 10th grade ELA and Social Studies	Academic Coaches	Schick, Harris, Klinger, Leverette, Best, and Reddick, C.	Bi-weekly	Coaching Cycle	Administration
FCAT 2.0	9th and 10th grade ELA teachers	District Instructional Coaches	Schick, Harris, Leverette, Klinger, and Best and Reddick	September and Follow Up as needed	Review of Lesson Plans, Student portfolios and Data Chats (w/ teachers and students)	Administrator, Academic Coach, District Coach
Using 16 Day Writing Plan developed by District	10th grade ELA teachers	Academic and District Coaches	Leverette and Klinger	TBD	Lesson Plans; Portfolios; Write Score Data; classroom observations	Using 16 Day Writing Plan developed by District

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics 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 Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Our goal is for 70% of our students will perform at level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	70% (98)
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	Testing schedule displaces teachers	Avoid displacing teachers/students	Administrators	Assessments	Assessments

		during testing				
2	SWD comprehension	Utilize ESE in class support	Woulard	Review of LPs, review support data notebook	Walk-through Data notebook
3	EOC exam not a priority to students	Reinforce the importance of EOC to students	Teachers & E. Williams	Review of student data	Data chats Walk-through

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:	Our goal is for the 70% of students taking US History EOC that at least 5% will earn a 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Regular student attendance	Teachers will follow up with attendance office and contact parents	Cummings & Administrators	Increased attendance	OnCourse
2	SWD comprehension	Utilize ESE in class support	Woulard	Review of LPs, review support data notebook	Walk-through Data notebook

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
Benchmark Analysis	11th US History	Wilson	US History	After each benchmark	Data Chats	E. Williams

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal is to increase student attendance at school from 98% to 99%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98%	99% (571)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
78	63
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	Parent support and involvement regarding student attendance.	Administrators monitor student attendance and discuss each student's situation and strategies at each administrative meeting. Contact with parent will also be made from the student's administration office. Parents invited to AIT meetings and are active participants in the development of attendance solutions for their child.	Cummings & Administration	Looking at each student, their attendance rate improves.	Attendance Data

			Administrators	Increased attendance	OnCourse
2	Teachers not taking accurate attendance on OnCourse				

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
OnCourse/Attendance	All	Hicks	School-wide	Early Release	Genesis/OnCourse/Attendance Rate	Hicks

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal is to decrease the number of ISSP and OSSP by 10%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
452	406
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
329	296
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
160	80
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
125	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	Time to train the new staff members	Implement School- wide Foundations/CHAMPs	Foundations	View Teacher discipline Report to see if the teachers who were writing the most referrals decrease the number of referrals their writing after receiving classroom management support.	Genesis
2		Conduct assemblies periodically informing/reminding students of the expectations and consequences.	Administrators	View discipline report.	Genesis
3	Parents and Students that decline ATOSS		Administrators	View discipline report	Genesis

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs/Foundations	All	Wilson	School-wide	Early Release and continuous.	Walk Throughs	Administrators

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal is to decrease the number of students dropping out
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
TBD	TBD
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
TBD	TBD

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	Number of students not passing courses	Implement school-wide recovery program	Administrator	Monitoring teachers grades in OnCourse	OnCourse Teacher Logs
	Number of students	Offer after-school	Guidance	Monitor the number of	Logs

| 2 | who need additional credits to graduate due to intensive reading and math classes | tutoring and Florida virtual. | Administrators | students who attend Track students utilizing Florida virtual | Florida Virtual |

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who*	Increase parent and community involvement from less than 5% (45) to at least 10% (70)

participated in school activities, duplicated or unduplicated.				

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
less than 5% (45)	Our goal is to have at least 50% of our parents attend an event on campus, or use a parent service such as "grade portal, or phone conferencing.

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	Getting parents involved in student activities.	Have Academy Parent Nights, Academy Parent Workshops, Academy Open Houses, and provide a room for parents to meet periodically to discuss parental activities	Parent Liaison and Faculty Representative	Climate Survey and Student – Teacher Assessment	Parental sign – in sheets Bi weekly meeting with parent liaison
2	There is not a single person for parents to contact to get involved	Fill the part-time position for a volunteer liaison	Principal	Volunteer liaison's sign in sheets/ attendance logs of parents at each event	Bi weekly meeting with parent liaison
3	Parents are busy and schedules do not always allow for them to attend school events		Principal	Volunteer liaison's sign in sheets/ attendance logs of parents at each event, Electronic log of grade portal log-ins	Bi weekly meeting with parent liaison

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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 lack prior knowledge of subject content.	Schedule students to take Biology aligned with PBS	Hicks	Assessments Grades	OnCourse

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
STEM Implementation	9th	STEM	Bio-med	Year long	Walk-through	Administrators

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:	The goals for the Health Academy is 75% (45) will successfully pass the CMAA certification exam and 50% (14) will successfully pass the CAN certification exam The goal for Architectural Drafting is 50% (5 students) to pass their AutoCAD certification The goal for Cosmetology is to achieve a 60% (11) passing rate on the Department of Business and Professional Regulation's Cosmetology State Licensing Exam. 55% (219 students) of the IT students who qualify to take an industry certification exam pass their exam(s) and become certified.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Minimize students being pulled from certification courses	Classroom teacher Administrators	Classroom teacher Administrators	Pre and Post Industry Certifications Exams
2	Some of the graduating seniors will not complete all of the required classes that are part of the academy curriculum.	Provide study guides and conduct study sessions on the classes that have not been taken.	CTE Teachers	Regular assessments will be given to measure student comprehension.	Practice Licensing Exams
3	Relying on the students to adequately study for the state certification exam outside of school.	Administer review quizzes in school.	CTE Teachers	Regular assessments to measure student learning.	Practice Licensing Exams
4	Lack of transportation for after school study sessions.		CTE Teachers	Regular assessments to measure student learning.	Practice Licensing Exams
5	Several of the tests have increased in difficulty, making it more difficult for students to pass the certification exams.		Administration	Formal and informal observations	Various observation instruments

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
Certifications	All	District	CTE Teachers	Ongoing	Walk-through	Administrators

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Our goal is to increase the number of students who earn a 3 or better on the Advance Placement Exam from 8% to 20%. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Our goal is to increase the number of students who earn a 3 or better on the Advance Placement Exam from 8% to 20%. Goal Our goal is to increase the number of students who earn a 3 or better on the Advance Placement Exam from 8% to 20%. Goal #1:	Increase the number of students who earned an industry certification and receive a 3 or better on the Advanced Placement Exam.
2012 Current level:	2013 Expected level:
8%	20%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Schedule the appropriate students in AP classes based on district approved requirements	Administration and Guidance Counselors	Guidance Counselors will review each student scheduled in a AP class to ensure proper enrollment.	Student's schedule
2		Provide training to AP teachers regarding specific AP content and instructional delivery.	District AP Coordinator and Principal	Classroom Observations	Agenda from AP 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
Teaching using high order questioning and conversations, student engagement and gradual release of learning to students.	9-12 All AP Subjects	Various	AP Teachers + other teachers	TBD	Classroom Observations	Administrators

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 Our goal is to increase the number of students who earn a 3 or better on the Advance Placement Exam from 8% to 20%. Goal(s)

Our goal is to decrease the number of incidences involving bullying and harassment by 100%. We will declare Asa Philip Randolph a NO BULLY ZONE Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Our goal is to decrease the number of incidences involving bullying and harassment by 100%. We will declare Asa Philip Randolph a NO BULLY ZONE Goal Our goal is to decrease the number of incidences involving bullying and harassment by 100%. We will declare Asa Philip Randolph a NO BULLY ZONE Goal #1:	Our goal is to decrease the number of incidences involving bullying and harassment by 100%. We will declare Asa Philip Randolph a NO BULLY ZONE
2012 Current level:	2013 Expected level:
N/A	100%

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	Time to train teachers, funds to support bully prevention programs.	All teachers will be trained to identify bullying and how to combat the behavior. Students will participate in the Bully	Administrators & Teachers	Genesis & SSESIR reports	Genesis & SSESIR reports

Prevention Curriculum in HOPE classes.	

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

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

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

Budget:

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

End of Our goal is to decrease the number of incidences involving bullying and harassment by 100%. We will declare Asa Philip Randolph a NO BULLY ZONE Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

j Priority	j Focus	j Prevent	j NA

Are you a reward school: j Yes j No

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

No Attachment (Uploaded on 8/20/2012)

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
Members utilize SAC funds to support the school's initiatives for improvement. Incentives for students for reading, math , writing and science initiatives	$0.00

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

The School Advisory Council meets monthly to discuss and plan for school improvement. Members attend District SAC meetings, are active in the recruitment efforts of future students and provide incentives to decrease the achievement gap.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
A. PHILIP RANDOLPH ACADEMIES
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	22%	54%	81%	36%	193	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	43%	74%			117	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?	49% (NO)	64% (YES)			113	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					423	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District
A. PHILIP RANDOLPH ACADEMIES
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	53%	83%	28%	187	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	37%	70%			107	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?	38% (NO)	63% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					395	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested