

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BALDWIN MIDDLE-SENIOR HIGH SCHOOL

District Name: Duval

Principal: Rhonda Motley

SAC Chair: Tracy Stewart

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/8/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rhonda Motley	B.S. Business Administration M.S. Educational Leadership	4	11	<p>A. Philip Randolph 2008-09 school grade was a F FCAT proficiency in reading in 2009-10 19%, gains 32%, AYP--No FCAT proficiency in math in 2009-10 46%, gains 59%, AYP--No FCAT proficiency in science in 2009-2010 28% FCAT proficiency in writing in 2009-10 72%</p> <p>Baldwin Middle Senior High 2009-2010 school grade was a B. FCAT proficiency in reading in 2009-10 50%, gains 55%, Lowest 25% gains 54%, AYP--No FCAT proficiency in math in 2009-10 61%, gains 67%, lowest 25% gains 61%, AYP-- No FCAT proficiency in science in 2009-2010 41% FCAT proficiency in writing in 2009-10 81%</p>

					<p>2010-2011 school grade C FCAT Proficiency in reading 50%, gains 53%, Lowest 25% gains 65%, AYP no FCAT Proficiency in math 52%, gains 55%, lowest 25% gains 62%, AYP no FCAT Proficiency in science 44% FCAT Proficiency in writing 66%</p> <p>2011-2012 school grade pending FCAT Proficiency in reading 44%, gains 60%, BQ gains 69%, FCAT Proficiency in math 36%, gains 43%, BQ gains 45% FCAT Proficiency in science 35% FCAT Proficiency in writing 82%</p>
Assis Principal	Tonya A. Marx	<p>BA in Secondary English Education</p> <p>MS in English</p> <p>NBCT in ELA</p> <p>ESOL Certified</p> <p>Educational Leadership Certification</p> <p>School Principalship</p>	2	4	<p>Julia Landon Middle 2010-2011 (Grade A)/Increase of 14 total points in FCAT score</p> <p>Julia Landon Middle 2009-2010 (Grade A)/AYP Met</p> <p>Baldwin Middle-Senior High 2011-2012 school grade pending FCAT Proficiency in reading 44%, gains 60%, BQ gains 69%, FCAT Proficiency in math 36%, gains 43%, BQ gains 45% FCAT Proficiency in science 35% FCAT Proficiency in writing 82%</p>
Assis Principal	Jeremy Franklin	MA Educational Leadership	1	1	<p>2008-2012 Highlands Middle School</p> <p>2011-2012 FCAT Data School Grade: B Reading proficiency: 45%, 69% gains, 82% BQ gains Math proficiency: 46%, 73% gains, 81% BQ gains Writing proficiency: 83% Science proficiency: 44%</p>
Assis Principal	Vicki Lowe	<p>BA Theatre and Communication</p> <p>MA Educational Leadership</p>	1	1	<p>2007-2012 Jefferson Davis Middle School</p> <p>2011-2012 FCAT Data School Grade: C Reading proficiency: 37%, 60% gains, 70% BQ gains Math proficiency: 36%, 60% gains, 62% BQ gains Writing proficiency: 80% Science proficiency: 35%</p>

## 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)
ELA/Reading	Melanie Pittman	Master's Degree in Human Resources Management	3	11	District level coach
Math	Eugene Hays	<p>Mathematics 6-12 certification</p> <p>Business Education 6-12</p>	1	2	District level coach

Science	Marcella Williams	M.Ed, MBA Biology and Chemistry certifications	2	2	District level coach
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## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Post all job openings to the public	principal	ongoing	
2	2. Panel interviews with administrators	principal	ongoing	
3	3. Hire highly qualified candidates	principal	ongoing	
4	Provide ongoing monthly professional development and support.	Principal and teacher leaders	ongoing	

## 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
We have no out-of-field teachers for the 2012-13 school year.  We have 3 teachers who have received less than effective ratings as instructors.	1. Assigning mentor teachers. 2. Creating professional growth plans as necessary. 3. Provide professional development opportunities.

## 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
54	5.6%(3)	29.6%(16)	38.9%(21)	25.9%(14)	16.7%(9)	94.4%(51)	13.0%(7)	5.6%(3)	46.3%(25)

## 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
Nancy Ballard	Caitlyn Scully	same certification area	monthly meetings, focus observations, mentor observations, collegial conversations
Susan Seagraves	Billy Blackmon	same certification area	monthly meetings, focus observations, mentor observations, collegial conversations
		Both are	monthly meetings, focus

Erica Carter	Christina Csensich	teachers of foreign language	observations, mentor observations, collegial conversations
Myra Wright	Aaron Scott	Both teach the same subject	monthly meetings, focus observations, mentor observations, collegial conversations
Nikki Gunnoe	Matthew Kelly	Expert teacher (no one available in subject area)	monthly meetings, focus observations, mentor observations, collegial conversations
Karen McDonald	Alex Candelaria	Expert teacher (no one else available in subject area)	monthly meetings, focus observations, mentor observations, collegial conversations
Lori Westberry	Tucker Pryor	Same certification area	monthly meetings, focus observations, mentor observations, collegial conversations
Jill Bunker	Katie Donoher	Same certification area	monthly meetings, focus observations, mentor observations, collegial conversations

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Rhonda Motley--Principal Vicki Lowe – Assistant Principal, Lori Westberry – Facilitator, Jeremy Franklin – High School, Valencia Roberts – ESE, Lindsay DeWalt – Guidance, Jill Bunker – Middle School

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?

When teachers or parents refer a student that needs assistance/intervention, the referral is made to Mrs. Lowe, or Mrs. Westberry. Mrs. Lowe sends consent for evaluation/services to the parents. When the student/parent returns the consent, Mrs. Westberry prints the students schedule and grades, and then sends an email to the teachers requesting information on how the student is doing in class regarding instruction, and behavior. Mrs. Westberry, or Mrs. Lowe also request a vision and hearing screening. Once the information has been received from all parties, (usually allow up to two weeks), then a meeting is set with the Team (all the teachers), the student, the parent, as well as Mrs. Westberry, Mrs. Lowe, and the appropriate Guidance Counselor. The concern is discussed in great length. Data collection is discussed including potential targeted concerns academically, and/or behaviorally. Data is collected for two more weeks. The team will then meet again to discuss the data collection and devise a plan to address the area of concern. Time for observation, data collection and implementation for the plan is individualized based on the student and the student's needs. Additional meetings are set up for the Team to meet again to discuss the interventions, and to determine if they are successful and to continue, or to intensify the services, or move the student to Tier 2, or Tier 3 if appropriate. If after ample time the student is still struggling academically, or behaviorally, then the student will be referred to MRT for further evaluation

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 Team meets to discuss school needs, as well as grade level needs, core area needs, teacher needs, and student needs, by group or individual. The RtI team also participates in the Shared Decision process to ensure that any needs of the school or students are being addressed, or discussed by school representatives. When a need is identified, then the Team will set a time to meet, invite all necessary parties, communicate with the appropriate persons, and devise a plan to address the need. Once the plan is implemented, the Team will assign an individual or representative to monitor the plan, and to report back on the progress, or additional needs that should be considered. The Team also reviews the SIP quarterly to ensure the needs of the school, students, teachers, and parents are being considered, addressed, monitored, and successful.

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.

Data collection includes: teacher observation, anecdotal logs, District level observation, monitoring of grades, referrals, past interventions, as well as student, teacher and parent feedback. Academic data includes classroom grades, FAIR testing, Benchmark Testing, LSA, FCAT, and probes. Tier 2 and Tier 3 data collection includes specific plan documentation with regard to the individual needs. Data collection tools depend on the behavior or content being followed and can include Response to Intervention data collection forms included in the RtI manual, or collection forms created to meet the specific needs of the

student.

Describe the plan to train staff on MTSS.

Specific routines and RtI Steps were provided in teacher/staff training at the beginning of the year, including a PowerPoint with specific steps and instructions on how to refer a student for services, and who the team includes. Trainings included the use of the RtI flip chart which thoroughly explained the three tiers, gave suggestions for each tier, and for each potential area of concern be it behavioral, or content related. When a student is referred for services, the Team specific to that student receives additional training on how to collect data, and monitor the student. Additional training is provided for the staff based on each tier, and/or each area of concern as they vary per student.

Describe the plan to support MTSS.

The Principal, Administrators, Shared Decision, SAC, PTSA, staff and teachers have agreed to participate in the RtI process in order to meet the needs of the school, and individual students to ensure complete success. Training has been, and will continue to be provided to parents, students, teachers, and team members as the need is identified. Resources for data collection, intervention strategies, and classroom support are continuously researched, and distributed. Meetings are held regularly to ensure the needs of the school and students are continuously being met.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Rhonda Motley, Principal; Tonya Marx, Assistant Principal; Vicki Lowe Assistant Principal; Jeremy Franklin, Assistant Principal; Bonnie Lamp, reading teacher/PLC chair; Nikki Gunnoe, reading teacher; Jill Bunker, reading teacher; Stephanie Kato, reading teacher

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

The LLT meets during PLC time/common planning monthly to discuss strategies for implementing college-level literacy into the schoolwide curriculum. Administrators meet with the school-based leadership team to determine effectiveness of strategies being implemented as well as further professional development needed.

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

LLT will develop reading strategies of the month with examples of how the strategy can be used in all content areas. The principal sends weekly strategy implementation tips via her email newsletter. Strategy examples will be posted in classrooms and hallways.

## 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.

- Students who exit reading class will be identified at each grade level, so teachers are aware of students who need more

support.

- Teachers will be trained in strategies to use to help students become more independent readers.
- Teachers will collaborate in professional learning communities to compare data and progress monitor students' progress.
- ELA teachers will teach explicit reading focus lessons according to FCAT data using the I Do, We Do, You Do, Assess, Remediate/Enrich Instructional Cycle (Florida, 2006)
- Elective teachers will support the ELA teachers by incorporating the focus lesson skills into their lessons
- Teachers will implement monthly reading strategies in all classes
- Teachers will utilize Response to Intervention system for students who cannot or will not work toward the standards in their classes.
- Administration will monitor implementation of the above through weekly walk-throughs of classrooms that includes checking teacher's lesson design notebooks
- Results from FAIR, benchmarks, SRI and teacher assessments will be used to monitor progress and adjust strategies throughout the year as student learning dictates.

## \*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?

The ExCITE Career Academy, which has sections of 9th, 10th, 11th and 12th grade students currently, provides students opportunities to develop skills in authentic learning situations that are applicable to careers in the future, especially if students pursue education. These courses require planning with content area teachers to plan and implement integrated lesson plans quarterly.

Strategies for Success is populated with juniors and seniors to equip them with skills and take them through authentic tasks that prepare them for the transition between high school and their post-secondary options.

The school now has an AVID program designed to provide students with a cohort of peers and teacher to help them become college-ready over the course of a four year program. AVID will begin in 8th grade, but WICOR strategies are being infused across the curriculum.

The school is also implementing a Microsoft IT Academy to ready students for post-secondary work in the field of technology; this will begin in 9th grade and expand to include 8th grade and 10th grades.

We offer several CTE courses where the purpose is to educate students on software that is used not only in educational settings, but that is also very common in almost all professional settings as well. Almost all of our students take one of these courses before they graduate. We also encourage all teachers to add rigor to their classroom lessons, and one way to do this is to engage students in critical thinking exercises involving real world situations, such as personal budgeting in math classes and developing personal political views in a government class.

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?

Each year students are offered the opportunity to sit down with a counselor one on one to discuss their next year's courses. This allows them to ask questions, and sometimes more importantly, allows the counselor to ask them questions about future plans and make suggestions regarding certain courses based on those plans. Students also have an annual meeting with their guidance counselor that is more comprehensive in nature where not only are their classes discussed, but also test scores, specific plans for college or the workforce, scholarships and applications as well as timelines for completing all of these events. Schedules are individually created for each student with all of this valuable data in mind.

## 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](#)

- Classroom guidance sessions concerning graduation requirements, bright futures and postsecondary readiness will take place the week of 9/4 – 9/7. During these guidance sessions students will be made aware of ACT/SAT testing dates and the sign up process. Students will also be informed of the waivers for those of them that are on free/reduced lunch.
- Individual senior meetings will begin on 9/17. During these meetings the guidance counselor will review their senior credit check with them (credits, GPA, FCAT scores), their bright futures account, general concerns and where they stand on being postsecondary ready. At that time specific plans will be made for each student, including getting a waiver and signing up on the spot when applicable.
- After the initial meeting counselors will meet monthly with students to review their PSR status and plan next steps.

- Our senior English and Math teacher will hold an “ACT/SAT prep week” that will consist of four sessions aimed at helping students with test content along with test taking strategies all in hopes of increasing their scores and achieving a PSR score.
- Starting in January we will begin to hold Saturday school sessions. One of these sessions each Saturday will be strictly focused on either the reading or math portions of ACT/SAT.
- To assist with students that do not qualify for a waiver but are still having trouble paying for the test, we will fundraise to help pay for as many tests as possible. Ideas include a “PayPal” donation link on our school's website, raffling off tickets for the principals parking spot monthly, dunking booths for administrators and working with current business partners while finding new ones as well.



## 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:	100% of level 3 students will make learning gains that maintain or increase their current FCAT level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	50%

#### 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 are not reading, writing, and discussing enough to significantly increase their reading and writing ability.	Every teacher every day in every class will provide students with opportunities for reading, discussing, and writing about complex texts.  ELA and Social Studies teachers will require students to write an essay weekly.  All other teachers will require students to write a well-developed paragraph weekly.  Training will be provided for the teachers on ways to increase students' writing skills.	Administration	Analyze reading benchmark scores; district timed writing scores; monitoring of classroom lessons and lesson plans	FCAT--% of students reading proficiently will increase by 6%. % of students writing proficiently will increase by 5%.
2	Students are not equipped with strategies nor practice time to implement effective reading strategies across content areas.	Every teacher in every class will teach and require students to use the monthly reading strategy.	Administration	Analyze benchmark results; seek evidence of use of strategy in lesson implementation and plans.	FCAT--% of students reading proficiently will increase by 6%.
	1A.1. Lack of Background Knowledge  1A.2. Vocabulary  1A.3. Fluency	1A.1. ELA and SS teachers will utilize FCIM focus lessons daily.  SS and ELA teachers will incorporate reading strategies into daily lesson plans.  15 minutes of daily reading (not in the textbook) each day.	1A.1. Administrators will monitor FCIM lessons.  PLC's will discuss and incorporate Reading Strategies.  Common Planning will be used to discuss and incorporate Reading Strategies.	1A.1. FAIR, benchmarks, and classroom assessments both formal and informal.  PLC and teacher data. Reading logs and/or essays about books read.  1A.2. FAIR and benchmark scores  Writing will improve	1A.1. FAIR, benchmarks, and scores from Writing.  FAIR, and benchmarks.  PLC created assessments as well as assessments provided through Plugged In, and EDGE.

3	1A.2. All ELA and SS teachers will provide direct instruction in vocabulary.	Teachers and students.	Grades will improve 1A.3. FAIR and benchmarks will improve.	Weekly reading and writing in each class.
	Reading teachers will incorporate word parts, and root words in lessons.	1A.2. ELA and SS PLC, Administration, and lesson plan review.	Classroom assessments will increase.	1A.2. FAIR and benchmark scores
	Content vocabulary will be introduced and reinforced throughout daily lessons.	Reading PLC leader, Administrator, and daily lesson plans.	Student reading for pleasure and for school will improve.	Teacher made assessments. 1A.3. Teacher made assessments.
	1A.3. Fluency checks throughout reading classes.	Teachers and students keep written logs and materials regarding new words, and definitions, and how they are used in class.		Program based assessments.
	Fluency is embedded in the EDGE and Plugged In Reading programs.	1A.3. Reading PLC as well as the students.  Administration will review.  Students will graph or chart improvements in their fluency.		FAIR and benchmark assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	100 % of the students will show an increase or gain in their current FCAT level.
2012 Current Level of Performance:	2013 Expected Level of Performance:

14%	24%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough rigor in all classes.	Provide teachers with strategies via training which they can implement in their classes to increase the rigor and maximize instructional time	Administration; PLC chairs	Administration observations for higher order questioning, increasing rigor and engagement, and maximizing instructional time	FCAT--% of students scoring levels 4 and 5 increases by 3%
2	2A.1. Lack of Rigor 2A.2. Lack of background knowledge 2A.3. Student hesitation, student resistance	2A.1. Social Studies and ELA teachers will utilize ACT/SAT vocabulary in daily lessons. 2A.2. Content area teachers will offer 15 minutes of silent reading with a purpose in class. 2A.3. Teachers will attempt to make vocabulary purposeful, and useful for school and real world.	2A.1. SS PLC ELA PLC 2A.2. Teachers Assistant Principal Students 2A.3. Teachers Assistant Principal Students	2A.1. ELA, AP, and SS PLC's will utilize data from common assessments. Teachers will utilize Reading for a Purpose daily with students. 2A.2. Students will respond to reading. Students will keep journals/logs. 2A.3. Students will use academic language. Student writing will improve.	2A.1. FAIR, FCAT, and Benchmarks AP exams Teacher made assessments 2A.2. FAIR, FCAT, benchmarks, AP exams 2A.3. FAIR, FCAT, benchmarks, AP exams

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

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	
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gains in reading. Reading Goal #3a:	100% of the teachers will provide valuable, purposeful, intentional learning experiences for 100% of the students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	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	3A.1. Teachers are not all properly trained in how to teach or use reading strategies within their content area.  3A.2. Attendance  3A.3. Behavior	3A.1. Teachers will use authentic learning and reading strategies to engage students and involve them in their own learning.  Teachers will model reading and process strategies for students.  Professional development will be provided by the school for teachers.  3A.2. RtI and AIT will be utilized to address attendance issues.  3A.3. RtI and BRT will be utilized to address behavioral issues.	3A.1. Teachers and students.  Teachers and PLC leaders  Administration  3A.2. Administration  3A.3. RtI Leadership BRT Leadership Guidance	3A.1. Scores will increase in the classroom and on assessments  Students will learn from teachers how to utilize and apply reading and learning strategies.  Content mastery and accomplishment in strands or standards.  3A.2. Scores will increase. Grades will increase. Content mastery will increase.  3A.3. Scores and attendance will increase. Grades will increase. Content mastery will improve.	3A.1. Assessment both teacher and program based  Students will utilize and exhibit fluent reading.  FAIR, FCAT, benchmarks, AP exams  3A.2. Assessment both formal and informal will improve. Grades will be higher. FCAT, FAIR, AP exams  3A.3. More work completed in class.  Better scores on assessments both formal and informal.
2					

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Students will increase fluency, comprehension, and vocabulary to grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	74%

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	4A.1. Attendance  4A.2. Low Vocabulary  4A.3. Lack of retention or background knowledge.	4A.1. RTI and AIT will be utilized to address attendance issues.  4A.2. All ELA and SS teachers will provide direct instruction in vocabulary.  Reading teachers will incorporate word parts, and root words in lessons.  Content vocabulary will be introduced and reinforced throughout daily lessons.  4A.3. ELA and SS teachers will utilize FCIM focus lessons daily.  SS and ELA teachers will incorporate reading strategies into daily lesson plans.  15 minutes of daily reading (not in the textbook) each day.	4A.1. Administration  4A.2. . ELA and SS PLC, Administration, and lesson plan review.  Reading PLC leader, Administrator, and daily lesson plans.  Teachers and students keep written logs and materials regarding new words, and definitions, and how they are used in class.  4A.3. Administrators will monitor FCIM lessons.  PLC's will discuss and incorporate Reading Strategies.  Common Planning will be used to discuss and incorporate Reading Strategies.  Teachers and students.	4A.1. Scores will increase. Grades will increase. Content mastery will increase  4A.2. FAIR and benchmark scores  Writing will improve  Grades will improve 4A.3. FAIR, benchmarks, and classroom assessments both formal and informal.  PLC and teacher data.  Reading logs and/or essays about books read.	4A.1. Assessment both formal and informal will improve. Grades will be higher. FCAT, FAIR,  4A.2. FAIR and benchmark scores  Teacher made assessments. 4A.3. . FAIR, benchmarks, and scores from Writing.  FAIR, and benchmarks.  PLC created assessments as well as assessments provided through Plugged In, and EDGE.  Weekly reading and writing in each class.

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

Reading Goal #

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

Each year, the school will reduce its achievement gap by 10%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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:	Students will increase fluency, vocabulary, and comprehension to at least grade level.  Students that are not being successful will receive a teacher mentor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% overall 70% Asian 28% Black 30% Hispanic 48% White	54% overall 63% Asian 41% Black 45% Hispanic 58% White

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	5B.1. Vocabulary  5B.2. Attendance  5B.3. Identifying struggling students that needs additional supports.	5B.1. All ELA and SS teachers will provide direct instruction in vocabulary.  Reading teachers will incorporate word parts, and root words in lessons.  Content vocabulary will be introduced and reinforced throughout daily lessons.  5B.2. RtI and AIT will be utilized to address attendance issues.  5B.3. RtI, teachers, guidance, and core teachers will be informed of who these students are and where they are lacking.	5B.1. . ELA and SS PLC, Administration, and lesson plan review.  Reading PLC leader, Administrator, and daily lesson plans.  Teachers and students keep written logs and materials regarding new words, and definitions, and how they are used in class.  5B.2. Administration  5B.3. RtI, teachers, Guidance, Core teachers, students, and parents.	5B.1. FAIR and benchmark scores  Writing will improve  Grades will improve  5B.2. Scores will increase. Grades will increase. Content mastery will increase  5B.3. Scores will increase.  Grades will increase. Content mastery will increase. Self confidence will increase.	5B.1. FAIR and benchmark scores  Teacher made assessments  5B.2. Assessment both formal and informal will improve. Grades will be higher. FCAT, FAIR  5B.3. Assessment both formal and informal will improve. Grades will be higher. FCAT, FAIR

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	All teachers will provide better than adequate services to students with disabilities to increase learning.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
22%	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Vocabulary  5D.2. Identifying students that needs additional supports.  5D.3. Teachers are not all properly trained in how to teach or use reading strategies within their content area.	5D.1. All ELA and SS teachers will provide direct instruction in vocabulary.  Reading teachers will incorporate word parts, and root words in lessons.  Content vocabulary will be introduced and reinforced throughout daily lessons.  5D.2. RtI, ESE trained teachers, paras, guidance, and core teachers will be informed of who these students are and where they are lacking.  5D.3. Teachers will use authentic learning and reading strategies to engage students and involve them in their own learning.  Teachers will model reading and process strategies for students.	5D.1. ELA and SS PLC, Administration, and lesson plan review.  Reading PLC leader, Administrator, and daily lesson plans.  Teachers and students keep written logs and materials regarding new words, and definitions, and how they are used in class.  5D.2. RtI, ESE trained teachers, Guidance, Core teachers, students, and parents.  5D.3. Teachers and students.  Teachers and PLC leaders	5D.1. FAIR and benchmark scores  Writing will improve  Grades will improve  5D.2. Scores will increase. Grades will increase. Content mastery will increase. Self confidence will increase.  5D.3. Scores will increase in the classroom and on assessments  Students will learn from teachers how to utilize and apply reading and learning strategies.  Content mastery and accomplishment in strands or standards.	5D.1. FAIR and benchmark scores  Teacher-made assessments  5D.2. Assessment both formal and informal will improve. Grades will be higher. FCAT, FAIR  5D.3. Assessment both teacher and program based  Students will utilize and exhibit fluent reading.  FAIR, FCAT, benchmarks, AP exams

	Professional development will be provided by the school for teachers	Administration	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Students will make improvements in their FCAT scores, and show gains to a satisfactory level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	48%

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	5E.1. Vocabulary  5E.2. Identifying students that need additional supports.  5E.3. Teachers are not all properly trained in how to teach or use reading strategies within their content area.	5E.1. All ELA and SS teachers will provide direct instruction in vocabulary.  Reading teachers will incorporate word parts, and root words in lessons.  Content vocabulary will be introduced and reinforced throughout daily lessons.  5E.2. RtI, trained teachers, guidance, and core teachers will be informed of who these students are and where they are lacking. 5E.3. Teachers will use authentic learning and reading strategies to engage students and involve them in their own learning.  Teachers will model reading and process strategies for students.  Professional development will be provided by the school for teachers	5E.1. ELA and SS PLC, Administration, and lesson plan review.  Reading PLC leader, Administrator, and daily lesson plans.  Teachers and students keep written logs and materials regarding new words, and definitions, and how they are used in class.  5E.2. RtI, trained teachers, Guidance, Core teachers, students, and parents.  5E.3. Teachers and students  Teachers and PLC leaders  Administration	5E.1. FAIR and benchmark scores  Writing will improve  Grades will improve  5E.2. Scores will increase.  Grades will increase.  Content mastery will increase.  Self confidence will increase.  5E.3. Scores will increase in the classroom and on assessments  Students will learn from teachers how to utilize and apply reading and learning strategies.  Content mastery and accomplishment in strands or standards.	5E.1. FAIR and benchmark scores  Teacher-made assessments  5E.2. Assessment both formal and informal will improve. Grades will be higher. FCAT, FAIR, 5E.3. Assessment both teacher and program based  Students will utilize and exhibit fluent reading.  FAIR, FCAT, benchmarks, AP exams

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

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



PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fluency Probes	Reading	V. Lowe	Reading teachers only	Two trainings per year One in October and again in February	Reading PLC leader	Administrators PLC leaders
Reading Strategies	6-12 SS, ELA, ESE	B. Lamp	PLC's by content and grade level	Four trainings per year October, December, February, April	Common lesson plans, student work	
Data Analysis and Implementation	All	Administrators	All teachers	Common planning every two weeks	Data, Lesson Plans, Observations	

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:

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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The goal is to increase the percentage of students scoring at achievement level 3 on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	44%

### 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 are not reading, writing, and discussing enough to significantly increase their reading and writing ability.	Every teacher every day in every class will provide students with opportunities for reading, discussing, and writing about complex texts.  ELA and Social Studies teachers will require students to write an essay weekly.  All other teachers will require students to write a well-developed paragraph weekly.  Training will be provided for the teachers on ways to increase students' writing skills.	Administration	Analyze reading benchmark scores; district timed writing scores; monitoring of classroom lessons and lesson plans	FCAT--% of students reading proficiently will increase by 6%. % of students writing proficiently will increase by 5%.
2	Students are not equipped with strategies nor practice time to implement effective reading strategies across content areas.	Every teacher in every class will teach and require students to use the monthly reading strategy.	Administration	Analyze benchmark results; seek evidence of use of strategy in lesson implementation and plans.	FCAT--% of students reading proficiently will increase by 6%.
3	1A.1. Inclusion in math classes with End of course exams  1A.2. Class size  1A.3. 8th grade Algebra 1 students taking the FCAT	1A.1. Collaboration with the support facilitator assigned to the class/students.  1A.2. Have NHS tutors in class when possible  1A.3. Develop FCIM Lessons that target 8th grade FCAT strands	1A.1. Teacher and support facilitator  1A.2. Teacher and/or guidance  1A.3. 8th grade algebra 1 teachers and administration	1A.1. Number of students performing at proficiency.  1A.2. Number of students performing at proficiency  1A.3. FCIM instructional cycle – plan, do, check, act	1A.1. Baseline assessment vs. summative assessment FCAT  1A.2. Baseline assessment vs. summative assessment FCAT  1A.3. Mini assessment from the FCIM Cycle

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.		The goal is to increase the percentage of students scoring at achievement level 4 and 5 on FCAT 2.0 by 4 percentage points.			
Mathematics Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
7% (34)		11% (53)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough rigor in all classes.	Provide teachers with strategies via training which they can implement in their classes to increase the rigor and maximize instructional time	Administration; PLC chairs	Administration observations for higher order questioning, increasing rigor and engagement, and maximizing instructional time	FCAT--% of students scoring levels 4 and 5 increases by 3%
2	2A.1. Rigor  2A.2. Student Engagement	2A.1. Improve lessons by researching problems aligned with benchmarks Stay within the scope of the course descriptions and content focus of the item specs  2A.2. Identify and incorporate activities to increase student engagement	2A.1. Math teachers  2A.2. Math teachers	2A.1. . Number of students showing proficiency on the EOC  2A.2. Number of students exceeding proficiency on the EOC	2A.1. FCAT and FCAT practice  2A.2. FCAT and FCAT practice

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:	
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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:	The goal is to increase the percentage of students making learning gains in mathematics on FCAT 2.0 by 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (207)	53% (256)

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	3A.1. Lack of rigor  3A.2. Low levels of student engagement	3A.1. Improve lessons by researching problems aligned with benchmarks Stay within the scope of the course descriptions and content focus of the item specs  3A.2. Identify and incorporate activities to increase student engagement	3A.1. Math teachers  3A.2. Math teachers	3A.1. Number of students showing proficiency on the EOC  3A.2. Number of students exceeding proficiency on the EOC	3A.1. IBA and FCAT/EOC  3A.2. IBA and FCAT/EOC

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:



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:

All subgroups will make satisfactory progress in math.

2012 Current Level of Performance:

2013 Expected Level of Performance:

36% overall  
80% Asian  
20% Black  
38% Hispanic  
39% White

48% overall  
N/A Asian  
38% Black  
41% Hispanic  
50% White

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4.1. Geometry and Algebra 2 students taking the Algebra 1 EOC</p> <p>White: attendance Black: attendance</p> <p>4.1 10th grade Algebra 2 students taking the FCAT</p> <p>4.1 8th grade Algebra 1 students taking the FCAT</p>	<p>4.1. Develop FCIM Lessons that target Algebra 1 standards</p> <p>4.2. Develop FCIM Lessons that target 10th grade FCAT strands</p> <p>4.3. Develop FCIM Lessons that target 8th grade FCAT strands</p> <p>Base Line testing, Knowledge Slips to drive instructions, Team Up Recycle, Knowledge Recovery.</p> <p>Use Benchmark Results to drive FCIM.</p>	<p>4.2. Algebra 2 teachers and administration</p> <p>4.3. 8th grade algebra 1 teachers and administration</p>	<p>4.1. FCIM instructional cycle – plan, do, check, act</p> <p>4.2. FCIM instructional cycle – plan, do, check, act</p> <p>4.3. FCIM instructional cycle – plan, do, check, act</p> <p>Benchmark 2 and 3 results, post test to measure success.</p>	<p>4.1. Mini assessment from the FCIM Cycle</p> <p>4.2. Mini assessment from the FCIM Cycle</p> <p>4.3. Mini assessment from the FCIM Cycle, post test results EOC and FCAT Evaluation Tool</p> <p>4.1. Mini assessment from the FCIM Cycle</p> <p>4.2. Mini assessment from the FCIM Cycle</p> <p>4.3. Mini assessment from the FCIM Cycle, post test results EOC and FCAT</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  
Mathematics Goal #5C:

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All students in all subgroups will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Inclusion	3D.1. Collaborate with the support facilitator assigned to the class/classes	3D.1. Teacher support facilitator	3D.1. Number of students making gains on the EOC	3D.1. Number of students making gains on the FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The number of economically disadvantaged students making satisfactory progress in math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	44%

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	Call home after three absences	Administration; teacher leaders	Attendance records, grades, assessment results increase	Math EOC and assessment data

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	
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 mathematics.  Mathematics 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				

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				

## High School Mathematics AMO Goals

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The number of students in all ethnic subgroups making satisfactory progress in Algebra will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	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	3B.1. Lack of appreciation for diversity in and outside of the classroom	3B.1. Increase the usage of high interest and multicultural materials  Plan differentiated instruction using evidence-based instruction/intervention within the mathematics blocks	3B.1. Teachers  Administrators	3B.1. General acceptance and respect of others.  Demonstration of appropriate cultural sensitive behavior	3B.1. Referral data  Teacher Feedback

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:	
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:		The number of economically disadvantaged students not making satisfactory progress in Algebra will decrease by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
65%		55%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Attendance	3E.1. Phone calls home when the student is absent three or more consecutive class periods	3E.1. Teacher, administrator	3E.1. Decrease in absenteeism	3E.1. Attendance records

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

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The goal is to increase the percentage of students scoring at achievement level 3 on Algebra 1 EOC by 20 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%	52%

## 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 are not reading, writing, and discussing enough to significantly increase their reading and writing ability.	Every teacher every day in every class will provide students with opportunities for reading, discussing, and writing about complex texts.  ELA and Social Studies teachers will require students to write an essay weekly.  All other teachers will require students to write a well-developed paragraph weekly.  Training will be provided for the teachers on ways to increase students' writing skills.	Administration	Analyze reading benchmark scores; district timed writing scores; monitoring of classroom lessons and lesson plans	FCAT--% of students reading proficiently will increase by 6%. % of students writing proficiently will increase by 5%.
2	Students are not equipped with strategies nor practice time to implement effective reading strategies across content areas.	Every teacher in every class will teach and require students to use the monthly reading strategy.	Administration	Analyze benchmark results; seek evidence of use of strategy in lesson implementation and plans.	FCAT--% of students reading proficiently will increase by 6%.
3	1.1. Lack of rigor  1.2. Low levels of student engagement	1.1. Improve lessons by researching problems aligned with benchmarks Stay within the scope of the course descriptions and content focus of the item specs  1.2. Identify and incorporate activities to increase student engagement	1.1. Math teachers  1.2. Math teachers	1.1. Number of students showing proficiency on the EOC  1.2. Number of students exceeding proficiency on the EOC	1.1. EOC  1.2. EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The goal is to increase the percentage of students scoring at or above achievement level 4 and 5 on Algebra 1 EOC by 7 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough rigor in all classes.	Provide teachers with strategies via training which they can implement in their classes to increase the rigor and maximize instructional time	Administration; PLC chairs	Administration observations for higher order questioning, increasing rigor and engagement, and maximizing instructional time	FCAT--% of students scoring levels 4 and 5 increases by 3%
2	1.1. Lack of rigor 1.2. Low levels of student engagement	1.1. Improve lessons by researching problems aligned with benchmarks Stay within the scope of the course descriptions and content focus of the item specs  1.2. Identify and incorporate activities to increase student engagement	1.1. Math teachers 1.2. Math teachers	1.1. Number of students showing proficiency on the EOC  1.2. Number of students exceeding proficiency on the EOC	1.1. EOC  1.2. EOC

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:	At least half of all students taking the test will perform at a Level 3 or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	50%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not reading, writing, and discussing enough to significantly increase their reading and writing ability.	Every teacher every day in every class will provide students with opportunities for reading, discussing, and writing about complex texts.  ELA and Social Studies teachers will require students to write an essay weekly.  All other teachers will require students to write a well-developed paragraph weekly.  Training will be provided for the teachers on ways to increase students' writing skills.	Administration	Analyze reading benchmark scores; district timed writing scores; monitoring of classroom lessons and lesson plans	FCAT--% of students reading proficiently will increase by 6%. % of students writing proficiently will increase by 5%.
2	Students are not equipped with strategies nor practice time to implement effective reading strategies across content areas.	Every teacher in every class will teach and require students to use the monthly reading strategy.	Administration	Analyze benchmark results; seek evidence of use of strategy in lesson implementation and plans.	FCAT--% of students reading proficiently will increase by 6%.
3	1.1. Lack of rigor  1.2. Low levels of student engagement	1.1. Improve lessons by researching problems aligned with benchmarks Stay within the scope of the course descriptions and content focus of the item specs  1.2. Identify and incorporate activities to increase student engagement	1.1. Math teachers  1.2. Math teachers	1.1. Number of students showing proficiency on the EOC  1.2. Number of students exceeding proficiency on the EOC	1.1. EOC  1.2. EOC

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:	At least five percent of all students taking the Geometry EOC will earn a Level 4 or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough rigor in all classes.	Provide teachers with strategies via training which they can implement in their	Administration; PLC chairs	Administration observations for higher order questioning, increasing rigor and	FCAT--% of students scoring levels 4 and 5 increases by 3%

		classes to increase the rigor and maximize instructional time		engagement, and maximizing instructional time	
2	2.1. Lack of rigor  2.2. Low levels of student engagement	2.1. Improve lessons by researching problems aligned with benchmarks Stay within the scope of the course descriptions and content focus of the item specs  2.2. Identify and incorporate activities to increase student engagement	2.1. Math teachers  2.2. Math teachers	2.1. . Number of students showing proficiency on the EOC  2.2. Number of students exceeding proficiency on the EOC	2.1. EOC  2.2. EOC

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
Effective implementation of the instructional focus calendar	Middle school and selected high school math teachers	Department head, district math coach, administrator	6th -8th grade math, Algebra 2 teachers	October, 2012	Modeling of lessons, classroom visits	Principal, Assistant Principal, Math Coach
Differentiated Instruction  Understanding and Implementing Common Core Standards  Inform/Insight Data Analysis  Student Engagement  Developing & Delivering Rigorous/ Engaging Lesson  Content Knowledge	All MS and HS Math teachers	Department Head District Coaches Administration	Math Teachers, Leadership Team	Weekly PLC Training, Weekly Data Chats, Bi-weekly Early Dismissal Days	Classroom Walkthroughs, PLCs, Data Notebooks, Lesson Plans	Math District Coach, 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:			The percentage of students that score a 3 or higher on the 2013 FCAT will increase by 15% to 50%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
35% (54)			50% (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	1A.1. Students struggle when reading complex text  1A.2. Students are not proficient in writing/answering short and extended response questions and answers  1A.3. Deficient in Physical Science	1A.1. For science teacher to use a variety of reading strategies aimed at helping students comprehend complex text  1A.2. Science teachers will incorporate the use of short and extended response questions on a daily basis  1A.3. Implement FCIM Lesson focusing on the physical science standards	1A.1. Administration  1A.2. Administration  1A.3. Administration	1A.1. Analyze reading benchmark scores  1A.2. District writes test data will be analyzed  1A.3. Benchmark analysis, Exit slips, LSA analysis	1A.1. FCAT - % of student reading proficiently will increase by 10%  1A.2. FCAT - % of students writing proficiently will increase  1A.3. Benchmarks, LSAs

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.	The percentage of students who achieve levels 4 and 5 in science on the 2013 exam will increase 10%
Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (4)	10% (16)

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 are not engaged in science exploration to apply concepts.	utilize and implement hand-on experiences for 8th-6th grade students.	Administrator, Mrs. Eady, Science dept head, district coach	Benchmark analysis, PLC assessments, lab reports	Benchmark analysis, FCAT data, lab reports
2	2A.1.Level of rigor in science classes	2A.1.Provide teachers with strategies to increase levels of rigor	2A.1.Administration	2A.1.Administration walk through observing for higher level questioning techniques	2A.1.FCAT - % of students scoring 4 or higher on 2013 Science FCAT
	2A.2. Deficient in Physical Sciences	2A.2. Ramp up FCIM lessons and review of physical science standards	2A.2. All Science Teachers, Administration	2A.2. Benchmark data and LSA data analysis	2A.2.Science Benchmark and LSAs results
	2A.3.Lack of hands on lab experiences	2A.3.Increase use of hands on lab experiences in 6th, 7th, and 8th grades.	2A.3.All Science Teacher, Administration	2A.3.Benchmark data and LSAs	2A.3.Science Benchmark and LSAs results

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not reading, writing, and discussing enough to significantly increase their reading and writing ability.	Every teacher every day in every class will provide students with opportunities for reading, discussing, and writing about complex texts.  ELA and Social Studies teachers will require students to write an essay weekly.  All other teachers will require students to write a well-developed paragraph weekly.  Training will be provided for the teachers on ways to increase students' writing skills.	Administration	Analyze reading benchmark scores; district timed writing scores; monitoring of classroom lessons and lesson plans	FCAT--% of students reading proficiently will increase by 6%. % of students writing proficiently will increase by 5%.
2	Students are not equipped with strategies nor practice time to implement effective reading strategies across content areas.	Every teacher in every class will teach and require students to use the monthly reading strategy.	Administration	Analyze benchmark results; seek evidence of use of strategy in lesson implementation and plans.	FCAT--% of students reading proficiently will increase by 6%.
	1.1. Students entering our	1.1. Incorporate weakest	1.1. Administration	1.1. FCIM assessments	1.1. EOC

3	school for their first year have a lack of prior knowledge	strands from benchmark data into FCIM lessons	1.2. Administration	Benchmarks, LSA, EOC, and teacher created quiz/test	1.2. EOC
	1.2. Students struggle when reading complex text	1.2. Teachers will incorporate complex text and reading strategies into lesson plans	1.3. Administration	1.2. FCIM assessments Benchmarks, LSA, EOC, and teacher created quiz/test	1.3. EOC
	1.3. Students struggle with incorporating data and details when drawing scientific conclusions	1.3. Teachers will continually incorporate and reinforce how to draw and support scientific conclusions using the gradual release model.		1.3. FCIM assessments Benchmarks, LSA, EOC, and teacher created quiz/test	

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students will struggle with scientific vocabulary	2.1. Teachers will reinforce vocabulary usage through multiple strategies such as: Word parts Visual vocabulary 3 column vocabulary Foldable vocabulary Monitoring correct usage of vocabulary in assignments	2.1. Administration	2.1. FCIM assessments Benchmarks, LSA, EOC, and teacher created quiz/test	2.1. EOC
2	2.2. Student struggle with following precisely a complex multistep procedure when carrying out experiments.	2.2. Teachers will incorporate multiple opportunities to perform multistep tasks with immediate teacher feedback	2.2. Administration 2.3. Administration	2.2. FCIM assessments Benchmarks, LSA, EOC, and teacher created quiz/test  2.3. Benchmarks, LSA, EOC, and teacher created quiz/test	2.2. EOC 2.3. EOC
	2.3. Student s struggle test taking time management	2.3. Teachers will incorporate test taking strategies into FCIM lesson.			

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
Use of the 5E Model						
Collaborative planning	6-12	PLC Leaders	All Science teachers	Early release days	Lesson plans will show evidence of 5E Model	PLC leader & Principal
Common baseline and summative assessments	6-8	PLC members	Teachers sharing common preps	Common planning and early release dates	Lesson plans monitored	Principal and PLC leader
	6-8	PLC members	Teachers sharing common preps	Common planning and early release dates	Lesson plans monitored	Principal and PLC Leader

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:	8th and 10th grade students will write proficiently at a 3.5 or better
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1A.1. Technology</p> <p>1A.2. Lack of supporting details in written response</p> <p>1A.3. Lack of rigorous writing across the curriculum</p>	<p>1A.1. 1.1. All students will be given the opportunity to utilize electronic resources</p> <p>1.2. Utilize the writing process.</p> <p>1.3. Teach elaboration strategies.</p> <p>1.4 Increased access to computer usage</p> <p>1A.2. 1.1 All social studies and ELA teachers will require students write extended responses with supporting details</p> <p>1.2 Teachers are provided training in how to help students write essays effectively</p> <p>1A.3. 1.1 Incorporate writing well developed paragraphs in all classes</p> <p>1.2 Teachers are provided training in writing a well developed paragraph</p>	<p>1A.1. Subject area teachers and administration</p> <p>1A.2. Subject area teachers, PLC's, and administration</p> <p>1A.3. Subject area teachers, PLC's, and administration</p>	<p>1A.1. Score tracking through PLC's and/or subject area teachers</p> <p>1A.2. District timed writing results; student portfolios</p> <p>1A.3. District timed writing scores; student portfolios</p>	<p>1A.1. FCAT Writing</p> <p>1A.2. FCAT Writing</p> <p>1A.3. FCAT Writing</p>

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing 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
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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
PD for non-ELA teachers to elevate writing skills	6-12	TBD	TBD	2012-2013	End of Year Survey	Administration

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
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 U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

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

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

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
			<b>Grand Total: \$0.00</b>

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:	The number of students with excessive absences will decrease by 6% in 2011-2012
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (1067)	97% (1073)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
29% (315)	19% (210)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5% (59)	3% (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	<p>1.1. Accuracy in taking attendance by teachers.</p> <p>Implement new tardy policy</p> <p>1.2. Students drive themselves and are late.</p> <p>Some parents bring students to school late consistently</p>	<p>1.1. Monitor use of OnCourse daily.</p> <p>Create Attendance Intervention Team (AIT) for students who are absent more five days</p> <p>Communicate with parents via Duval Connect</p> <p>Teachers will complete tardy sweeps each period</p> <p>Administrative assistants will track the tardies using the new tardy machine</p> <p>1.2. Communicate to parents the importance of having students at school on time</p> <p>Suspend driving privileges for habitual violators</p> <p>Communicate with parents via Duval Connect</p>	<p>1.1. Administration</p> <p>1.2. Administrators</p> <p>Counselors</p>	<p>1.1. Foundations debriefing and Data chats with Administration</p> <p>1.2. Quarterly reviews of 1st period tardies</p>	<p>1.1. Attendance reports generated from Genesis</p> <p>1.2. Genesis software</p>

(PLC) or PD Activity

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of suspensions and offenders will both decrease by 6%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1104	1050
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
310	291

2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
13		12			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
13		12			
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	Barriers to decreasing the number of suspensions and the number of students suspended for 2011-2012 are dependent on the severity of student conduct; each incident is looked at individually to make determination;	Strategies that will be utilized to decrease the number of suspensions and the number of student suspended for 2010-2011 are proactive intervention when administrations is aware of conflict;  Students will be offered ATOSS in lieu of out of school suspension;  Bi-weekly meetings with RtI Behavior team to intervene on students who are repeat offenders.	Assistant principals	Tracking suspension rates	District attendance report
2	1.1. Lack of Champs implementation in the classroom.  1.2. Not enough Administration assistance	1.1. Teachers will attend CHAMPS training as needed so they can implement CHAMPS strategies.  Faculty and staff will remind students of rituals and routines routinely and as often as needed.  Behavioral strategies discussed at weekly PLCs  Develop a strong foundations team that will attend all mandatory trainings and share out to entire faculty and staff  1.2. Added an additional administrator for	1.1. Teachers  Academic Coaches  Foundations Chair  RtI Team  Administrators  1.2. Administration, Foundations	1.1. Monitoring of student behavior inside and outside of classroom.  Classroom walkthroughs to ensure the fidelity of implementation of CHAMPS  1.2. Decrease in SESIR offenses	1.1. Monitoring of the number of discipline referrals written by teachers.  1.2. SESIR Data

(PLC) or PD Activity

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

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

Suspension Budget:

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

*End of Suspension Goal(s)*

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The percent of students who drop out will decrease by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.6%	.6%

2012 Current Graduation Rate:	2013 Expected Graduation Rate:
89%	95%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Not enough adult contact with student  1.2. Lack of motivation 1.3. Lack of skills, especially reading and math	1.1. Each student at-risk of dropping .will be assigned a mentor teacher who will track and follow this student throughout the year.  Students who are at-risk as defined by the State of Florida has a member of the school leadership team mentor who meets with the student bi-weekly to monitor progress toward graduation  1.2. Through PLCs, teachers will track students progress and provide goal-setting for students to monitor their own progress 1.3. Rtl team and PLCs will work together to ensure all students have the time and support needed to succeed through an intervention/enrichment block of time	1.1. Leadership Team  1.2. PLC teachers 1.3. PLC leaders, Rtl team, administrators	1.1. The student stays in school and maintains decent grades  1.2. Tracking systems in place; student stays in school and graduates 1.1. The student stays in school and maintains decent grades	1.1. Graduation rate increases; drop-out rate decreases  1.2. Graduation rate increases 1.1. Graduation rate increases; drop-out rate decreases

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:		We have restored our PTSA and SAC committees and therefore, expect a higher level of parent involvement this year.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
10%		35%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Availability of parents 1.2 School location 1.3. Parents not feeling equipped to help	1.1. Invite parents to PTSA programs. 1.2 Invite parents to participate on SAC and PTSA. Increase the number of parent volunteers in the classroom.	1.1. Administration and designated teachers	1.1. Numbers of parents attending. 1.2 Surveys for teachers to fill out in regards to degree of help the parent provides; survey from parents that indicate their attitudes	1.1. At the end of year, we will see if we got 35% of our parents involved in some way. 1.2 Survey results

	1.3 Provide parent volunteer training.		toward the experience 1.3. Teacher surveys/volunteer surveys	1.3. Survey results
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
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						

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

Of the 11 senior students in the TEACH EXCITE academy, 8 (72%) will earn paraprofessional certification.

CTE Goal #1:

Of the 160 students in the Instructional Technology Academy, 64 (40%) will earn certification.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. New teacher in EXCITE academy untrained in SARA curriculum. 2. Students are not tested until the end of the year on skills sometimes learned in the beginning of the year.	1. Provide teacher with mentor and training in national curriculum. 2. Teacher will test students at the end of each nine weeks.	PDF and administrators	Success rate of teacher and students  Student success rate on quarterly tests	Scores on the paraprofessional exam  Student scores on the certification exam

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						

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)

### Post-Secondary Readiness 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. Post-Secondary Readiness Goal Post-Secondary Readiness Goal # 1:			The percent of students who are post-secondary ready in either math or reading will increase.		
2012 Current level:			2013 Expected level:		
36% PSR in Math 56% PSR in Reading			75% PSR in Math 75% PSR in Reading		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not fully aware of how to become post-secondary ready	Counselors meet with each student to inform them of the ACT/SAT/CPT  Students in the 9th and 10th grades will take the PSAT. Results will be reviewed with students.  Students will sit with counselors to register.	Jeff Tuccillo	Monitor the number of students who become post-secondary ready	Report of students post-secondary ready at graduation
2	Students are not interested in taking ACT/SAT or CPT	counselors meet with each student to inform them of preparedness and back-up plans; teachers inform counselors of students who show no interest in going to college after high school thus would not have motivation to take a post-secondary test	Jeff Tuccillo	Monitor the number of students who take and pass the tests	Report of students post-secondary ready at graduation
3	Lack of awareness of students at-risk in the lower grades.	Each administrative team member has three-five students to meet with and discuss goals.	Administrative team	Students' gpa, test scores	FCAT gains, ACT/SAT scores

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

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

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

Budget:

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

*End of Post-Secondary Readiness Goal(s)*

## Safety Goal 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. Safety Goal Goal		Campus supervision will increase with additional resources, thereby improving student safety and attendance in class.			
Safety Goal Goal #1:					
2012 Current level:		2013 Expected level:			
N/A		Discipline data will show fewer incidences of skipping, fighting, and/or students loitering on campus unsupervised.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Lack of resources	1. Hire additional security person	Administrators Security	Fewer referrals for students in the areas of refusal to comply,	Discipline data

1	<p>2. Purchase a golf cart to enable security to more efficiently monitor all areas of campus</p> <p>3. Implement locking of stadium and parking lot gates during the day</p> <p>3. Utilize SRO to monitor parking lots during lunches</p> <p>4. Install security camera software on all AP computers</p>	SRO	skipping on campus, fighting, and/or smoking
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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



# 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

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

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

[View uploaded file](#) (Uploaded on 10/19/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

School clean up and beautification  
Assist with fundraising for SAT and ACT re-takes

Teacher Appreciation

FCAT and PSR incentives for students

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Duval School District BALDWIN MIDDLE-SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	52%	66%	44%	212	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	53%	55%			108	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?	65% (YES)	62% (YES)			127	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					447	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District BALDWIN MIDDLE-SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	61%	81%	41%	233	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	55%	67%			122	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?	54% (YES)	61% (YES)			115	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					470	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested