FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MANDARIN HIGH SCHOOL

District Name: Duval

Principal: Dr. Donna Richardson

SAC Chair: Cathy Rozansky

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Donna Richardson	Ed.D.,M.Ed., B.A Language Arts, Journalism, and Educational Leadership	4	18	Mandarin High School – 2011-12 – Writing improved from 88% to 94% of students meeting state standards. The lowest quartile of math students increased proficiency from 65% to 69%. Reading students in the lowest quartile increased proficiency from 47% to 53% with 58% of students overall making gains in reading. Students increased performance on the Biology EOC with a gain of 8% from 48% to 56%. Total FCAT score improved 11 points, from 537 and school was able to meet all of its District Targets.
Assis Principal	Janetta Lucas	BA, MA Physical Ed, Ed Leadership	4	13	Mandarin High School – 2010-11 – Overall gains in math improved from 70% to 76%. Maintained proficiency in Writing with 88% at or above grade level. Science FCAT 2011 improved from 58% to 61% with students at or above grade level. Made AYP overall in Math and in White subgroup in Math.
					Mandarin High School – 2010-11 – Overall gains in math improved from 70% to 76%.

Assis Principal	Bryan Boyer	BA, MA Physical Ed, Ed Leadership	5	5	Maintained proficiency in Writing with 88% at or above grade level. Science FCAT 2011 improved from 58% to 61% with students at or above grade level. Made AYP overall in Math and in White subgroup in Math.
Assis Principal	Pamela Davis	Ed.D., M.Ed., B.S. Educational Leadership and Math Education	2	2	Dr. Davis was a math instructional coach at Andrew Jackson during the 2009-2011 school years. Math proficiency improved from 43% to 55%. Prior to this position, she served as a Math instructor at Mandarin High School and contributed to the achievement of the school grade of an A by improving the bottom quartile.
Assis Principal	Cynthia Grissett	M.Ed. Ed. Leadership, M.Ed. Early Childhood Ed, B.A. Speech Pathology and Audiology	4	9	Mandarin High School – 2010-11 – Overall gains in math improved from 70% to 76%. Maintained proficiency in Writing with 88% at or above grade level. Science FCAT 2011 improved from 58% to 61% with students at or above grade level. Made AYP overall in Math and in White subgroup in Math.
Assis Principal	Jerry Hulshult	M.Ed. Ed. Leadership BBA Finance,	5	3	Mandarin High School – 2010-11 – Overall gains in math improved from 70% to 76%. Maintained proficiency in Writing with 88% at or above grade level. Science FCAT 2011 improved from 58% to 61% with students at or above grade level. Made AYP overall in Math and in White subgroup in Math.
Assis Principal	Richard Kane	M.S. Physical Education B.S. Physical Education	1	1	Mr. Kane served as a district specialist in the Office of Multiple Pathways from 2010-2012. The focus of his work in that position was reorganizing the district's dropout prevention programs. His administrative experience includes budgeting, staffing, and supervision of programs at the district level. For three years prior to that, Mr. Kane coordinated the K-12 physical education programs in DCPS.

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	Melanie Pittman	BA, ELA M.Ed Ed Leadership	1	7	Part-time MHS coach from the District. Scheduled to come to Mandarin High School every other week.
PD	Vivian Sharp	Bachelor's in Spec. Ed. for EH; Master's in Ed.; Nationally Certified for Special Education; ESOL Endorsed; Reading Endorsed; English 6-12.	2	2	Part-time MHS cadre from the District. Scheduled to come to MHS twice a week
Math	Frances Heckermann	B.S. Math; Master's degree in progress	1	1	Part-time MHS coach from the District. Scheduled to come to Mandarin at least three times a month.
Science	Michelle McGurr	B.A. in Zoology and certified in Biology and Earth Space Sciences	1	3	Part-time MHS coach from the District. Scheduled to come to Mandarin for a half day each week.

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. Continue to Develop SLC/PLC's to foster collaboration and common assessment/lesson planning.	Admin., Department Heads, and all Team Leaders.	Ongoing	
2	2. Assessments Techniques & Interventions	Admin, Dept. Chairs, PDF,	Ongoing Professional Development	
3	3. Bi-monthly Early Dismissal professional development sessions on FCIM and D.A. Accountability model; RTI intervention strategies; Instructional expectations; FCAT Assessment changes and requirements; FOI (Focus On Instruction) Instrument Training; 4 Square Writing Training to ensure cross-curricular focus on the teaching of Writing; Cornell Notes; WICOR; Reading Strategies such as Table of Contents; Foundations and Champs classroom and school-wide management	Administrators, staff, teachers, District trainers	June 2013	
4	4. Training on Pearson Data Management Systems – Inform and Insight. Also training in Oncourse Grade, attendance programs, and My Profile as well as Compass Odyssey and student opportunities for tutorials and for Learning Recovery	Administrators and select school and district trainers	Ongoing	
5	5. School-wide professional book read of Focus: Evaluating the Essentials to Radically Improve Student Learning by Mike Schmoker	Administrators, teachers	June 2013	
6	6. POWWOWs (Passing Out Wisdom With Others Willingly) – Monthly book talks around Whale Done by Kenneth Blanchard, Thad Lacinak, Chuck Tompkins and Jim Ballard.	Administrators, teachers	June 2012	
7	7. Algebra I Lesson Study Implementation - year 5	Administrators, Algebra I teachers	May 2013	
8	8. District Level Foundations/Champs Training	Administrators, teachers	May 2013	
9	9. District Level Response to Intervention (RTI) Training	Administrators, Teachers	May 2013	
10	10. Mentor Academy – Professional Development for new teacher mentors	PDF; cadre	May 2013	

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
	1. Mentor Academy – Professional Development for new teachers 2. Novice Teacher Trainings; bi-monthly "Plain Talk" instructional sessions; District collaboration sessions; PLC's with mentors & focus lesson planning 3. Continue to Develop SLC/PLC's to foster collaboration and common assessment/lesson planning. 4. Assessments Techniques & Interventions 5. Mentors for all new teachers – meet daily for conversations and advisements of school-wide policies and procedures. 6. Bi-monthly Early Dismissal professional development sessions on FCIM and D.A. Accountability model; RTI intervention strategies; Instructional expectations; FCAT Assessment changes and requirements; FOI (Focus On Instruction)

26% (34)

Instrument Training; 4 Square Writing Training to ensure cross-curricular focus on the teaching of Writing; Cornell Notes; WICOR; Reading Strategies such as Table of Contents; Foundations and Champs classroom and school-wide
7. Training on Pearson Data Management Systems – Inform and Insight. Also training in Oncourse Grade, attendance programs, and My Profile as well as Compass Odyssey and student opportunities for tutorials and for Learning Recovery
8. School-wide professional book read of Focus: Evaluating the Essentials to Radically Improve Student Learning by Mike Schmoker
9. POWWOWs (Passing Out Wisdom With Others Willingly) – Monthly book talks around Whale Done by Kenneth Blanchard, Thad Lacinak, Chuck Tompkins and Jim Ballard.
11. District Level Foundations/Champs Training

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
131	12.2%(16)	36.6%(48)	29.0%(38)	22.1%(29)	45.0%(59)	74.0%(97)	3.8%(5)	6.9%(9)	14.5%(19)

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
All	All	Overall rationale: -Beginning teachers paired with teachers in like-subject areas - Classroom proximity -Availability - Mentor success data from the previous year's FCAT data.	The following Activities apply to all Mentors and Mentees: A pre-planning breakfast and introductory Mentor/Mentee session began the school year, complete with campus tour, Teacher Handbook review, and specific ritual and routine review; bi-monthly training sessions are set up with the principal and administrative team on Plain Talk Thursday, and weekly meetings are planned with the PDF (Jim Schmitt) and District Cadre person (Katrina Blinkhorn); School's weekly Instructional coach (Melanie Pittman) meets with individual new teachers weekly to counsel, coach, and to teach learning and

			teaching strategies.
Laura Jutte	Michael Hodgkins	Same Content Area	Completion of MINT, Observations, Advice
Cathy Eldridge	Glenn Simpo	Same Content Area, Proximity	Completion of MINT, Observations, Advice
Marcia Millstone	Mandy Weinstein	Same Content Area	Helping with ESE issues, completion of MINT
Mary Abboud	Wendy Kustra	Abboud has prior exp. w/ Health Sci.	Mentoring in the content area
Jackie Johnson	Kyrina Moultrie	Johnson is master teacher in Math	Completion of MINT, Observations, Advice
Jennifer Brown	Seraphina Nova	Same Content Area, Proximity	Completion of MINT, Observations, classroom management
Eric Fields	Orus Lambert	Same Content Area	Completion of MINT, Observations
Kathy Nesselrode	Jennifer Huffingham	Same Content Area	Completion of MINT, Observations
Kelly Click	Gerald Lowery	Same Content Area	Completion of MINT, Observations
Sidney Carter-Forrest	Ashley Nicks	Same Content Area	Completion of MINT, Observations
Victoria Schrimsher	Abraham Reisling	Same Content Area	Completion of MINT, Observations
Thaddeus Boggs	Michael Skinner	Same Content Area	Acclimation to new school
Laura Doyle-McCombs	Stacy Snelling	Same Content Area	Completion of MINT, Observations
Michael Palmer	Tyler Sowers	Same Content Area	Completion of MINT, Observations
Rachel Kuhbander	Kelly Smith	Same Content Area	Completion of MINT, Observations
Kim Small	Edith Jacqueline Butcher	Same Content Area	Completion of MINT, Observations
Kathleen VanSise	Bryan Chadwick	VanSise is master teacher in math	Completion of MINT, Observations
Bruce Rathman	Juliet Crocker	Same Content Area	Completion of MINT, Observations
Mary Martin	Melissa French	Same Content Area	Completion of MINT, Observations
Diane Dempsey	Grace Haltiwanger	Dempsey is the guidance dept. chair	Adjusting to a new school
Katie Davis	Jennifer Kropff	Same Content Area	Completion of MINT, Observations
Eric Weiss	Damian McDonald	Weiss is a master teacher in science	Completion of MINT, Observations
Charlotte Morrison	George McCleod	Same Content Area	Completion of MINT, Adjusting to a new school
Jennifer Guilliard	Marc Sessions	Guilliard is a master teacher in science	Completion of MINT, Observations
Mary Martin	Kelly Smith-Palmer	Same Content Area	Completion of MINT, Observations
Damian McDonald	Chelsea Taylor	McDonald is a master teacher in science with CET training	Completion of MINT, Observations
Justin Lawson	Dan Wilcox	Same Content Area	Completion of MINT, Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team includes these key positions:
Principal – Dr. Donna A. Richardson
Assistant Principal - Janetta Lucas
Assistant Principal (School-wide adoption) – Bryan Boyer
Assistant Principal (Curriculum) – Jerry Hulshult
District Academic Coaches- Melanie Pittman
Additional members::
School Counselor – Grace Haltiwanger
General Education Teachers – Kelly Click, Marcia Millstone, Kyrina Moultrie, Kim Rolfe, Rosalind White
Select Special Education Teachers- Charlotte Morrison
Foundations Team Chair - Bryan Boyer
Data/ technical expertise- - Jerry Hulshult
School Psychologist- Pat Hughes

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

The RtI Leadership Team has four primary functions:
1. Regularly attends all district RtI training;
2. Provides presentations to school faculty and staff on RtI practices;
3. Reviews school-wide student performance data, identifying large scale needs and
problems at particular grade levels; and
4. Monitors the implementation of the three-tiered Response to Intervention model in
their school.
The entire school-based RtI Leadership Team meets bi-weekly to engage in school-wide problem-solving. The team engages in the following activities:

- Facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identifies professional development needs and RtI resources;
- Reviews universal screening data and links the data to instructional decisions;
- Reviews progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitors RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

Individual RtI Leadership Team members are assigned to specific Collaborative Problem-Solving Team(s) (SLC's)to serve as monitors/liaisons/mentors. These teams help make educational decisions for a group of students based on data.

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 RtI Leadership Team is actively involved in utilizing problem-solving strategies to analyze student data, develop hypotheses to identify the cause of the specific problems, and generate interventions and strategies to achieve the goals in the School Improvement Plan.

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.

MHS uses data gathered from FAIR, district assessments, PMAs, LSA's and curriculum-based measures as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Data is managed by Pearson Inform and individual anecdotal records created by teachers and staff.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will utilize training materials provided by the District RtI Team (available on the RtI Blackboard sites) to train staff in their schools. MHS will produce a specific plan for delivering this training, including dates, trainers, topics, and materials. The school will use the Pyramid Response to Intervention resource as a forum for deepening knowledge and encouraging professional collaboration and learning.

Describe the plan to support MTSS.

Administrators and school counselors will work closely with classroom teachers to identify students needing intervention. The school will provide follow-up training during early dismissal and PLC times. A chairman of this committee, Marcia Millstone, will monitor student progress and will provide instruction for a daily classroom full of RTI-identified students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

This team consists of a chairman, Kristi McGauley (ELA), and a cadre of volunteer teachers (cross-curricular); to include: Patty Raley (Librarian), Scott Price (ELA), Carole Koehler (ELA), Megan Decker (ELA), Jennifer Huffingham (ELA), Wendy Kustra (Science), Dr. Richardson (principal), Janetta Lucas (assistant principal), and Melanie Pittman(District Literacy Coach who visits the school once a month) who all work collaboratively to design professional development around reading strategy implementation, and school-wide reading celebrations; to include the Genre Fan Fair in November 2012. They will also work with the school's writing initiative and provide professional development on the school-wide adopted Four Square Writing Method and other research-based reading strategies. This team works to make up for the loss of an instructional coach and assists new and veteran teachers in their understandings of reading instruction subject areas. In addition to school-sponsored reading initiatives, the literacy team also promotes Duval County's reading program Read It Forward Jax and the Superintendent's Six Reading Strategies.

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

This team meets bi-weekly to design instructional strategies to address reading deficiencies. The team members assist Professional Learning Communities in their goals to increase learning gains in the bottom quartile subgroup and all students who scored below the FCAT proficiency level; they also function as model classrooms of workshop model instruction and provide expert guidance in board configurations and visible classroom expectations. They function as a school instructional team to help spread literacy across the school.

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

School-wide Genre Fan Fair; Reading Strategy Implementation in all PLC'S; Four Square Writing Method Implementation school-wide; Focus on Vocabulary understanding with a Root Word of the Week to be posted in all classrooms. This Team will be called the DREAM TEAM (Developing Rigorous Engagement Around Mastering Standards); Read It Forward Jax; The Superintendent's Six Reading Strategies; Study Buddy program pairing gifted students with at-risk level 2 readers.

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.

All teachers will utilize a teaching and reading strategies lanyard provided by the principal to assist with differentiated instruction. All students and teachers will focus on one reading strategy on a quarterly basis, to begin with the Table of Contents Reading Strategy, and then Jigsaw and Venn Diagrams. All teachers will strive to complete CAR-PD training.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

> Through our Center for Medical Studies and business and technology curricula students are exposed to state of the art advancements in the real world and gain a foretaste of future employer expectations. Students learn to work together collaboratively in these cohorted classes and participate in on-the-job shadowing and internship, as well as afternoon employments. These applied and integrated course experiences enable our young people to see the possibilities of employment in these fields of knowledge and understand the actual relevance in their own lives.

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?

> SLCs function to support students in the AICE, Medical Academy, and AVID programs. Teachers and counselors in each House counsel young people in their course selections and solicit their input on schedule options. The master schedule is devised to provide a co-hort for students/teachers in order to best reflect student interests in academic and elective areas. There is also a Course Code directory available online and in the Guidance Department.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

> According to MHS Feedback Report trends, FCAT trends vary only slightly. PSAT, SAT, ACT, and PERT results are steadily rising. The number of students taking these assessments are also rising.
>
> • In order to improve student readiness for public post-secondary study, MHS annually increases the number of students enrolled in AICE and A.P. level courses. Additionally, Dual Enrollment studies on campus and off campus are increasing. We now offer SLS courses through FSCJ and have three SLS classes during the school day. Partnerships with all major post secondary institutions in Northeast Florida guide the academic focus at MHS. Guidance counselors are addressing all seniors on campus who have not taken and achieved the required cut score on either SAT, ACT, or PERT assessments, and are encouraging them to register for the next sessions available. The counselors are also procuring financial waivers for those students eligible. All sophomores take the PSAT in October while all freshman and juniors are strongly encouraged to register for this test. There is a school-wide expectation that all students will take either the SAT ACT, and/or PERT prior to Graduation. These assessments will assist Mandarin in its post-secondary readiness factor for the school-wide grade. Students who have not yet achieved a satisfactory score on the PERT are enrolled in College Readiness Math and English courses in addition to regular academic classes.
>
> • Ongoing data analyses of student attendance, assessment results, and overall achievement drives scheduling decisions for appropriate course placement.
>
> • Mandarin's percentage of graduates who enter and successfully complete college courses exceeds the state average.
>
> • SAT/ACT Review Courses held after school to provide preparation for assessment success.
>
> • Professional development activities for teachers include elements of infusing and increasing academic rigor into instruction and assessment. Data analysis, differentiated instruction and interventions foster further achievement.
>
> • Frequent monitoring of student data and timely communication with parents and other resources, ensure higher academic achievement and continued student focus on college readiness.

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:	As an English department goal, Mandarin students will out-perform every other comprehensive Duval County high school on the FCAT reading test in all subgroups.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
58% (355)	63%(386)			

	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	Misplacement in standard courses	Early identification by teachers to reassign students to honors or advanced classes	Classroom teachers	Administer formative assessments at the beginning of a course to determine skill level	PLC designed pre-test
2	Lack of challenging assignments leading to students' decrease in motivation	Differentiated instruction and open-ended projects where students make choices based on interest	Classroom teachers	Monitor motivation level by assigning participation grades for projects	Student exit slip and/or classroom survey
3	1.1.Incoming freshmen experience a dramatic increase in expectations on the high school level, in terms of rigor and the cognitive complexity of the FCAT test itself.	1.1. Focus Lessons will center on Context Clues and Research and Reference. Summer Bridge program focused on acclimating incoming ninth graders to the high school environment and learning expectations Students are assigned to small learning communities to establish a sense of belonging within an overwhelmingly large setting Early progress reports that are quite strict on deadlines so that expectations are concrete	1.1. Administration, Faculty, Parents, and Students	1.1. Exit slips, Response to Intervention (RTI), and teacher self-reflections Survey results	1.1. Curriculum-based assessments
4	1,2 Students continuing to be at a loss on how to read and comprehend increasingly more challenging texts	1.2. A renewed emphasis on utilizing a variety of research-based reading and instructional strategies, such as WICOR, Cornell notes, and KWL Implementation of RTI Tier I differentiation in the classroom	1.2. Administration, faculty, and staff	1.2 Exit slips, monitoring of student participation, checking for comprehension, and formative and summative assessments PLC collaboration on common formative assessments	1.2. State and district standardized assessments

5	1.3. Problems with consistency in attendance	1.3. One powerful incentive will be quarterly "no" lunches rewarding students with no absences, no tardies and no referrals.	1.3. Administration, Faculty, Parents, and Students	1.3.Review of attendance records at the end of each quarter.	1.3.Genesis reports and OnCourse tracking

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:

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<td colspan="5" align="center">No Data Submitted</td>				

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:	Students across the board will show gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (355)	63% (386)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lessons not sufficiently challenging for higher-achieving students	Costa's levels of questioning Using critical thinking question stems	Classroom teachers	Students develop questions based on the classroom text.	Classroom discussion participation Formative Assessments
2	Student feels overconfident and develops a sense of complacency toward assessments	Excellence Awards Positive parent phone calls Display student work Use students as peer tutors	Classroom teachers	Observation of student behavior Data analysis of test scores	Benchmarks, FAIR, EOCs, FCAT, teacher-generated assessments
	2.1.The ability to sustain	2.1.Instill a school-wide	2.1.	2.1.	2.1.

3	a rigorous reading focus in the face of an increasing visual media culture and peer pressure	culture of reading through the 25-book standard, the Poetry Club, Media Center coffee reading, and Literacy Team interventions, and the winter Genre Fan Fair .	Administration, Faculty, Parents, Literacy Team, and Student leaders	25-book standard data Flourishing participation in Poetry Club, Media Center coffee readings, and the Genre Fan Fair	Sustained and improved FCAT Reading scores Post-secondary college-readiness passing scores on the ACT, SAT, and/or PERT assessments
4	2.2. Students having to successfully manage time around a block schedule and possible AP courses	2.2. Easily accessible class homework websites Guidance counselor sessions on goal setting and time management	2.2. Administration, Faculty, Parents, Guidance counselors, and Students	2.2. Tracking of percentage of students meeting homework deadlines Progress reports Teacher and student self-reflections	2.2. Grade portal from OnCourse
5	2.3 Weakest strands of FCAT performance are Nonfiction, and Reference and Research.	2.3 Focus lessons on reference and research skills Addition of specifically nonfiction materials to include the Holt Multicultural Readers	2.3 Professional learning communities (PLC)	2.3 FCAT practice tests given periodically; FAIR	2.3 PLC analysis of practice test data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students will make at least a 2% learning gain in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (355)	63% (386)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student population turnover	Re-calculate the target group to identify individual student needs	Administration	Analyze test results	FAIR, Benchmarks, FCAT, District Timed Writing
2	Lack of student motivation	Excellence Awards; Mentoring Mondays; Peer Mentoring; Literacy Team Initiatives	Teachers, Administration and Community Volunteers	Analyze test results	FAIR, Benchmarks, FCAT, District Timed Writing
3	3.1. Lowest quartile students' scores have traditionally been the most difficult to move.	3.1. Mentor programs include the following: Mentoring Mondays, Take Stock in Children program, Study Buddy time during gifted pull-out sessions, and the requirement that all teachers are responsible for mentoring ten at-risk students. All bottom-quartile students will attend either Read 180 or Plugged into Reading courses on a daily basis.	3.1.Volunteer coordinators, including volunteers, faculty, and National Honor Society (NHS) members; Michael Palmer and Jennifer Guillard (gifted sponsors) Intensive Reading teachers and administration	3.1.Overall improvement in mentees' test scores, grades, and attendance. Tracking data tools from Plugged into Reading Teacher-made assessment	3.1.2012 FAIR data, FCAT reading scores, teacher logs and OnCourse attendance tracking.
4	3.2. Classroom disruptions	3.2.More creative and flexible ways of teaching to engage students Clear behavioral expectations set by teachers. Incorporate Whale Done positive reinforcement techniques. Use CHAMPs classroom management.	3.2. Classroom teachers and all administrators	3.2. Teacher self-reflections and decline in referrals and misbehavior-based parent phone calls. Improved classroom focus and participation, leading to improved reading scores	3.2 Teacher journals and administration behavior records
5	3.3. Lack of parental support	3.3. Nights set aside for parent workshops (led by teachers) instructing them how to better prepare their students in reading. More frequent communication between parent and teacher	3.3. Administrators, teachers and parents	3.3. Overall improvement in students' test scores, and grades.	3.3. FCAT reading data, teacher logs and number of parents attending workshops.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students will make at least a 2% learning gain in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (84)	57% (87)

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	Low socio-economic status	Provide during-school study buddy opportunities with gifted students	Literacy Team Gifted Teachers Classroom Teachers	Analyze test results	FAIR, Benchmarks, FCAT, District Timed Writing
2	High student absenteeism rate	AIT intervention meetings	Administrators Classroom Teachers	Daily attendance cut lists	Attendance Records
3	4.1. ELA students in this group struggle and often give up. Difficulty in interpreting & accessing non-fiction reading material.	4.1. Focus Lessons specifically paced to involve all students' rates of learning, which will focus on : Context Clues, Vocabulary, and Research and Reference. Specific learning strategies to include Cornell notes, WICOR, and Table of Contents Teachers will model reading Strategies through eBook (electronic book) usage in class. Incorporate Reading/Literacy days into Physical Education Curriculum PE teachers will use "Early Dismissal" Wednesdays as literacy days in Physical Education class. Focus will be on a specific reading strategies; such as how to identify	4.1. Teachers and PLCs and Administrators	4.1. Exit slips Teacher-made assessments Observation and classroom discussion.	4.1. PLC sharing of exit slips and data

	context clues, Table of Contents, and summarizing				
4	4.2. Students from diverse backgrounds do not always have the cultural background knowledge that is sometimes needed in deciphering texts.	4.2. Teachers will make a conscious effort to include more diverse materials, and preface the reading of texts with the background knowledge needed. Incorporate Costa's Levels of Questions.	4.2.Teachers	4.2.In class discussions, a marked increase in the participation of formerly indifferent students.	4.2. Teacher observance in self-reflection journals, along with FCAT Reading and FAIR data results
5	4.3. Problems with consistency in attendance	4.3. One powerful incentive will be quarterly "no" lunches rewarding students with no absences, no tardies and no referrals. Excellence Awards presented to students with improved attendance records Annual Perfect Attendance awards handed out at year-end awards ceremony	4.3. Administration, Faculty, Parents, and Students	4.3.Review of attendance records at the end of each quarter.	4.3.Genesis reports and OnCourse tracking

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	Develop a tutoring program for at-risk level 2 readers. 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups will improve by at least 2% for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59%(362) Black: 36%(221) Hispanic: N Asian: N American Indian: N	White: 61%(374) Black: 38%(233) Hispanic: N Asian: N American Indian: N

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barriers	ESOL paraprofessional utilized in classrooms; Vocabulary building;	Classroom teachers	Analyze test results and classroom participation by subgroups	Benchmarks, FCAT, EOCs
2	Cultural Barriers	Multi-cultural Club and Festival; Celebrating diversity in the	Classroom Teachers; Anita Sheikh;	Participation in club activities and classroom involvement	Climate surveys

				classroom; Challenge Day	Foundations
3	5A.1. Weak vocabulary background Low lexile levels Lack of prior knowledge	5A.1. Frayer Method and purchase of supplementary vocabulary workbooks Root words of the week	5A.1. Teachers	5A.1.Incorporating new vocabulary in weekly writing assignments.	5A.1.Portfolio grades
4	5A.2. Trouble discerning the main idea	5A.2. Focus Lessons on locating the main idea in a variety of genres	5A.2. Classroom Teachers collaborating in PLCs	5A.2. Skills Evaluation	5A.2. Portfolio grades; FAIR data
5	5A.3.Lack of cultural background knowledge needed to more easily decipher text.	5A.3. Frontloading strategy	5A.3.Teachers	5A.3. Teacher monitoring of comprehension checks before tackling text	5A.3. Better reading comprehension quiz scores from at-risk groups.

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:	All ELL will move toward fluency and reading at or above grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N	45%(4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Language Barriers	ESOL paraprofessional working together with classroom teacher to provide support for these students	Classroom Teachers; Ruben Forn	Classroom participation; analyze test results	FAIR, CELLA, Benchmarks, FCAT, EOCs
2	Cultural Barriers	Multi-cultural club and festival; Challenge Day; Celebrate diversity in the classroom; integrated seating charts	Classroom Teachers; Anita Sheikh; Foundations Team	Classroom participation; Monitor student interaction	Climate surveys
3	5B.1. Lack of understanding certain contextual clues in reading. Availability of materials in bilingual format.	5B.1. Focus lessons centering on the use of context clues to better understand unfamiliar vocabulary words. Provide bilingual dictionaries and a variety of multicultural fiction and non-fiction. Utilize the district-mandated Holt	5B.1. PLC collaboration in devising focus lessons. Media specialist ESOL Aide	5B.1. Lesson study by PLCs. Power strategies by Janet Allen: activating background knowledge, monitoring understanding, previewing the text, and specialized vocabulary	5B.1. FCAT reading data and improvement in Benchmark assessments. FAIR Data
4	5B.2. Unfamiliarity with text format	5B.2. Acquisition of supplementary texts.	5B.2.Classroom teachers and administrators	5B.2. Fluency tests.	5B.2. PLC sharing of fluency test data.
	5B.3. Lack of access to	5B.3. Ensure that each	5B.3. Teachers and	5B.3. Teacher	5B.3. Teachers will

	native language dictionaries.	student has his/her own dictionary in the classroom. Participation in bilingual software programs Encouraging use of e-readers and online dictionaries	ESOL para-professional	observation of frequency of use of the dictionaries. Coordinating monies and donations from PTSA, community sponsors, and SAC	analyze assessment data to determine effectiveness of dictionaries and strategies.
5					

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:	Students with disabilities in the lower quartile will make at least a 3 point reading gain by June, 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(39)	51%(41)

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	Teachers not familiar with IEP and 504 goals and provisions	Teacher training to access IEP and 504 plans and become familiar with legal responsibilities	Classroom teachers and administrators; guidance counselors	Daily guidance meetings; student achievement on class assessments	FAIR, Benchmarks, EOCs, FCAT
2	Students not communicating needs to teachers (eg. extra time)	Teacher conferences with student at the beginning of the year and frequently throughout the course; Teacher sensitivity training to minimize student self-consciousness	Classroom teachers; Parents; Guidance Counselors	Log of teacher/student conferences; Data analysis of test results	FAIR, Benchmarks, EOCs, FCAT, and teacher-generated assessments
3	5C.1. Nature of Disability or Impairment (learning, behavioral, or physical)	5C.1. Teacher in close consultation with EE/SS teachers and guidance department staff	5C.1.EE/SS teachers, guidance department staff and classroom teachers	5C.1. EE/SS observations filled out by classroom teachers.	5C.1. EE/SS sharing of observations to determine course of action.
4	5C.2. Motivation and student focus and use of student reflections to monitor and focus on objectives	5C.2. Have a variety of strategies designed to reach those students, particularly ones that will hold their attention for longer stretches, such as activating background knowledge and jigsaw.	5C.2.Teachers collaborating in PLCs.	5C.2. FAIR test given three times per year, as well as other formative assessments.	5C.2. FAIR data and consultation with EE/SS teachers.
5	5C.3. Environmental Factors	5C.3. Reduction of class sizes to facilitate one-on-one instruction. Student focused para-professionals individually assigned to students	5C.3. Administrators	5C.3. Classroom size data.	5C.3.Administrators charged with compliance will periodically evaluate data.

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

5E. Economically Disadvantaged students not making	

			satisfactory progress in reading. Reading Goal #5E:	All sub-groups will make AYP in reading.

satisfactory progress in reading.

Reading Goal #5E:

All sub-groups will make AYP in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(64)	60%(70)

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	Access to after-school tutoring is limited due to transportation issues	Teachers provide alternative tutoring times (before school, during lunch, or during class); Gifted pull out sessions used as a tutoring opportunity	Classroom teachers	Analyzing test results	FAIR, Benchmark, EOCs, District Timed Writing, Student Porfolios
2	Access to technology outside of the school day	Educate students about public library resources; Provide access to classroom computers; Reach out to community and business partners to donate materials	Classroom teachers	Monitor student use of technology to complete assignments	Student portfolios; achievement on teacher-generated projects and assignments
3	5D.1. Lack of home access to computer technology.	5D.1. Teachers will make available the use of their classroom computers before and after school	5D.1. Teachers and administrators	5D.1. Teachers will monitor frequency of use of computers.	5D.1. Teachers will use a computer log to gauge frequency of use.
4	5D.2. Lack of knowledge and practice using technology	5D.2. Teacher assistance with class computers and programs Computer classes offered as electives Requiring use of technology to complete assignments	5D.2. Teachers and students	5D.2. Teacher observation of students using class computers	5D.2. Assignments should reflect a growing technological ease and quality.
5	5D.3. Lack of cultural background knowledge due to limited exposure to travel, bookstores, etc.	5D.3. Increase size of collection and diversity of genres in the classroom library	5D.3. Teachers and house administrators	5D.3. Monitoring of books checked out from classroom library	5D.3. Outside reading will be incorporated into one's grade.
6	5D.4. Language (ESOL) subgroup	5D.4. Use of ESOL strategies; use of English/native language dictionaries; use strategies on LEP	5D.4. Teachers; ESOL Para Mr. Forn	5D.4. Monitor English language development through assigned work	5D.4. CELLA
7	5D.5. ESE (SWD)	SD.5. Use instructional accommodations to aide in differentiated instruction	SD.5. Classroom teachers; ESE teacher	SD.5. Monitor PMA's in classes	SD.5. FCAT Gains/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
Table of Contents Reading Strategy	All	Literacy Team/ELA Teachers	school-wide	early dismissal	PLC meetings	PLC leaders
Genre Fan Fair	All	Literacy Team	school-wide	early dismissal; November 29-30, 2012	Participation in Genre Fan Fair	Literacy Team
Superintendent's Super 25 Program	All	Media Center	school-wide	ongoing	Book summary logs turned in to the Media Center	Patty Raley
Cornell Notes	All	Administrators/AVID Team	school-wide	early dismissal	PLC meetings; classroom observations	Administrators
Word Parts of the Week	All	Literacy Team	school-wide	weekly	classroom observations	Administrators
Study Buddy Program	Freshman Level 2's	Literacy Team; Gifted Coordinators	Gifted students - all grades	bi-monthly	FAIR data analysis	Classroom teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improved non-fiction reading Increased Literacy school-wide Increased Social Studies Literacy	Times Union Newspapers --Nonficton books for Media --Junior Library Guild --Increased Periodicals --Teachers Edition NIE Newspapers --Social Studies reading materials	Media Inkind Contributions AP/AICE dollars	$9,073.89
			Subtotal: $9,073.89
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increased testing technology Increased literacy across curricularly through technology Increase classroom efficiency through technology	--Testing Carols for Computer labs -- DOT Cams (5) for classrooms --PAD CPS Pulse Systems (Clickers)	A.P./AICE dollars	$38,992.16
			Subtotal: $38,992.16
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use professional works of current best practices literature to guide teacher understandings of collaboration and teacher common plannings and common lesson designs; as well as, how to diagnose focus lesson needs and common plan and deliver these. ASCD Membership to receive current professional development resources.	--Professional reads for all faculty: Focus, Whale Done, Pathways to the Common Core.	A.P./AICE monies	$7,894.53
To increase content area teachers knowledge and skills in acceleration courses (Including AVID teachers)	AP & AICE Conferences AVID Training	AP & AICE Dollars	$20,102.50
			Subtotal: $27,997.03
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Genre Fan Fair school-wide reading celebration to showcase student book reports and presentations	Prizes for student winners, and supplies to facilitate Fair	Coca Cola Dollars	$3,000.00

	Subtotal: $3,000.00
	Grand Total: $79,063.08

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:	We will increase proficiency by 2%(1)

2012 Current Percent of Students Proficient in listening/speaking:

71%(27)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may be unaware of resources available.	Students and parents are given translated handouts explaining all available programs	Guidance Counselors Mr. Forn (ESOL paraprofessional)	Progress monitoring of classroom participation and assignment completion	CELLA; FAIR
2	Student and parent lack of involvement	Information nights with interpreters	Guidance	Parent turnout at parent nights	CELLA; FAIR

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:	We will increase proficiency by 2%(1)

2012 Current Percent of Students Proficient in reading:

21%(8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not fully transitioned to English in order to function effectively and be fully immersed in classroom activities	Provide students with extra help sessions after school specifically for ESOL students.	ELA teachers	Data analysis for proficiency	CELLA; PERT; FAIR; Benchmarks
2	Students will arrive at MHS with no baseline scores	Administer diagnostic tests upon entrance of new students	Dottie McIntyre	Data analysis for proficiency	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	We will increase proficiency by 2%.(1)

2012 Current Percent of Students Proficient in writing:

42%(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	3.1 The student's native language syntactically differs from English.	3.1 Tutoring focused on the students with specific writing deficiencies	Classroom teachers	Analyze data from classroom formative assessments for gains	Teacher-generated formative assessments
2	3.2 The students' scoring low on FCAT Writes and district timed writings.	3.2 One-on-one teacher/student conferences on a bi-weekly basis	Classroom teachers	Students show evidence through self-reflection and conference narratives	District Timed Writings and FCAT Writes

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$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

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				

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:	Our goal is for the Level 3's to decrease by 2%(15) in the hopes that they move to a higher achievement level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 44%(286) of students earned a Level 3 on the Algebra I EOC.	We expect 424%(271) of students to earn a Level 3.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Misplacement in standard courses	Early identification by teachers to reassign students to honors or advanced classes	Classroom teachers	Administer formative assessments at the beginning of a course to determine skill level	PLC designed pre-test
2	Lack of challenging assignments leading to students' decrease in motivation	Differentiated instruction and open-ended projects where students make choices based on interest	Classroom teachers	Monitor motivation level by assigning participation grades for projects	Student exit slip and/or classroom survey
3	9th & 10th Lack of the availability of computers to allow students to practice taking the test online. Students' keystroke errors when inputting answers Lack of the availability of computers to allow students to practice taking the test online	1.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight data.	1.1. a) APC curriculum b) classroom teacher	1.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	1.1. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs
	1.2.Test anxiety and time management	1.2. Provide test practice using current textbook online materials, paper	1.2. Classroom teacher	1.2. Pre and post tests (DCPS Benchmark)	1.2. Data from Pearson Limelight,

		and pencil assessment (timed), Odyssey, and testing on the computer.		Focus Lessons Exit Slips	Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs
4					

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal is to increase the number of Level 4's and 5's by 2% (6)
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, 10%(66) of students earned a Level 4 or 5 on the Algebra I EOC.	We anticipate that 12%(77) of students to earn a Level 4 or 5 on the Algebra I EOC.

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	Lessons not sufficiently challenging for higher-achieving students	Costa's levels of questioning Using critical thinking question stems	Classroom teachers	Students develop questions based on the classroom text.	Classroom discussion participation Formative Assessments
2	Student feels overconfident and develops a sense of complacency toward assessments	Excellence Awards Positive parent phone calls Display student work Use students as peer tutors	Classroom teachers	Observation of student behavior Data analysis of test scores	Benchmarks, FAIR, EOCs, FCAT, teacher-generated assessments
3	2.1. Lack of the availability of computers to allow students to practice taking the test online.	2.1 a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight	2.1. a) APC curriculum b) classroom teacher	2.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	2.1. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs
4	2.2. Test anxiety and time management	2.2. Provide test practice using current textbook online materials, paper and pencil assessment (timed), Odyssey, and testing on the computer.	2.2. Classroom teacher	2.2. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	2.2. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # The achievement gap will be reduced by 5% per year. 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Our goal is to lower our percentage of subgroups not making satisfactory progress by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 41%(175) Black: 64%(79) Hispanic: 44%(27) Asian: 35%(10)	White: 39%(167) Black: : 62%(76) Hispanic: 42%(26) Asian: 34%(9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barriers	ESOL paraprofessional utilized in classrooms; Vocabulary building;	Classroom teachers	Analyze test results and classroom participation by subgroups	Benchmarks, FCAT, EOCs
2	Cultural Barriers	Multi-cultural Club and Festival; Celebrating diversity in the classroom; Challenge Day	Classroom Teachers; Anita Sheikh; Foundations	Participation in club activities and classroom involvement	Climate surveys
3	3B.1. Low SES students: attendance, environment, motivation, parental involvement For all: Lack of the availability of computers to allow students to practice taking the test online. Insufficient time during the school day to assist struggling students.	3B.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight. d) Study guide and intervention, enrichment sheets, and vocabulary sheets.. e) Parent contact f) Conferences with students	3B.1 APC curriculum Classroom teacher Guidance counselors Parents Resource teachers	3B.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.	3B 1. Data from Person Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Our goal is to lower our percentage of how many ELL students are not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, 45%(61) of ELL students did not make satisfactory progress in Algebra I.	We expect to lower the percentage of ELL students not making satisfactory progress to 36%(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	Language Barriers	ESOL paraprofessional working together with classroom teacher to provide support for these students	Classroom Teachers; Ruben Forn	Classroom participation; analyze test results	FAIR, CELLA, Benchmarks, FCAT, EOCs
2	Cultural Barriers	Multi-cultural club and festival; Challenge Day; Celebrate diversity in the classroom; integrated seating charts	Classroom Teachers; Anita Sheikh; Foundations Team	Classroom participation; Monitor student interaction	Climate surveys
3	3C.1. Student not proficient in reading English worded information. Lack of available translators in the language spoken	3C.1. Seat student with another student that speaks the same language if possible. Enlist the help of a translator when possible.	Classroom Teachers	Data Analysis	FAIR, Benchmarks, FCAT, EOCs
4	3C.2. Insufficient school time during the school day to assist the ELL students	3C.2. Set aside one-on-one conference time with each student on a bi-weekly basis	Classroom Teachers	Data Analysis	FAIR, Benchmarks, FCAT, EOCs

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Our goal is to lower the percentage of SWD student not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 49%(31) of SWD students did not make satisfactory progress in Algebra I.	We expect to decrease the percentage of SWD students not making satisfactory progress to 47%(30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not familiar with IEP and 504 goals and provisions	Teacher training to access IEP and 504 plans and become familiar with legal responsibilities	Classroom teachers and administrators; guidance counselors	Daily guidance meetings; student achievement on class assessments	FAIR, Benchmarks, EOCs, FCAT

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Students not communicating needs to teachers (eg. extra time)	Teacher conferences with student at the beginning of the year and frequently throughout the course; Teacher sensitivity training to minimize student self-consciousness	Classroom teachers; Parents; Guidance Counselors	Log of teacher/student conferences; Data analysis of test results	FAIR, Benchmarks, EOCs, FCAT, and teacher-generated assessments
3	3D.1. Lack of the availability of computers to allow students to practice taking the test online. Insufficient time during the school day to assist struggling students. Inadequate school supplies Limited or no access to technology Classroom environment	3D.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight. d) Reconfigure teacher schedules to include the teaching of Intensive Math for our level 1's and 2's in both the 9th and the 10th grades. e) Encourage students to take advantage of free/reduced breakfast/lunch. f) Promote use of free resources	3D.1. APC curriculum Classroom teacher ESE Resource teachers Parents Foundations Team member from the mathematics department	3D.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum	3D.1. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal is to lower the percentage of how many Economically Disadvantaged students are not making satisfactory progress. We want more making gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 46%(81) of Economically Disadvantaged students did not make satisfactory progress in Algebra I.	We expect to decrease the percentage of Economically Disadvantaged students not making satisfactory progress to 45%(79)

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	Access to after-school tutoring is limited due to transportation issues	Teachers provide alternative tutoring times (before school, during lunch, or during class); Gifted pull out sessions used as a tutoring opportunity	Classroom teachers	Analyzing test results	FAIR, Benchmark, EOCs, District Timed Writing, Student Porfolios
	Access to technology outside of the school day	Educate students about public library resources; Provide access to	Classroom teachers	Monitor student use of technology to complete assignments	Student portfolios; achievement on teacher-generated

2		classroom computers; Reach out to community and business partners to donate materials			projects and assignments
3	3E.1. Lack of the availability of computers to allow students to practice taking the test online. Insufficient time during the school day to assist struggling students. Inadequate school supplies Limited or no access to technology Classroom environment	3E.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight. d) Reconfigure teacher schedules to include the teaching of Intensive Math for our level 1's and 2's in both the 9th and the 10th grades. e) Encourage students to take advantage of free/reduced breakfast/lunch. f) Promote use of free resources (e.g. public library) g) Provide safe classroom environment (Foundations)	3E.1. APC curriculum Classroom teacher ESE Resource teachers Parents Foundations Team member from the mathematics department	3E.1 Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum	3E1. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

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:	Goal is to move our Level 3 students to a higher level , to a Level 4 or 5. We want the Level 3's to decrease in hopes that they move to a higher Achievement Level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, 32%(227) of students scored a Level 3 in Geometry.	We expect to lower the percentage of students earning a Level 3 to 31%(215) with the expectation that they will earn a Level 4 or 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
Misplacement in	Early identification by	Classroom	Administer formative	PLC designed pre-

1	standard courses	teachers to reassign students to honors or advanced classes	teachers	assessments at the beginning of a course to determine skill level	test
2	Lack of challenging assignments leading to students' decrease in motivation	Differentiated instruction and open-ended projects where students make choices based on interest	Classroom teachers	Monitor motivation level by assigning participation grades for projects	Student exit slip and/or classroom survey
3	1.1 - Lack of the availability of computers to allow students to practice taking the test online. – Students' keystroke errors when inputting answers	1.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight data.	1.1. a) APC curriculum b) classroom teacher	1.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	1.1. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs
4	1.2.Test anxiety and time management	1.2. Provide test practice using current textbook online materials, paper and pencil assessment (timed), Odyssey, and testing on the computer.	1.2. Classroom teacher	1.2. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	1.2. Data from Pearson Limelight, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Our goal is to increase the percentage of students earning a Level 4 or 5 by 2%(14)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 51%(361) of students earned a Level 4 or 5 on the Geometry EOC.	53%(375) of students will earn a Level 4 or 5 on the Geometry EOC.

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	Lessons not sufficiently challenging for higher-achieving students	Costa's levels of questioning Using critical thinking question stems	Classroom teachers	Students develop questions based on the classroom text.	Classroom discussion participation Formative Assessments
2	Student feels overconfident and develops a sense of complacency toward assessments	Excellence Awards Positive parent phone calls Display student work	Classroom teachers	Observation of student behavior Data analysis of test scores	Benchmarks, FAIR, EOCs, FCAT, teacher-generated assessments

		Use students as peer tutors			
3	2.1. Lack of the availability of computers to allow students to practice taking the test online.	2.1 a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight.	2.1. a) APC curriculum b) classroom teacher	2.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	2.1. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs
4	2.2. Test anxiety and time management	2.2. Provide test practice using current textbook online materials, paper and pencil assessment (timed), Odyssey, and testing on the computer.	2.2. Classroom teacher	2.2. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	2.2. Data from Pearson Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Our goal is reduce the achievement gap by 2% each year. 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The percentage of students not making satisfactory progress in each subgroup with decrease by approximately 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 13%(58) Black:27%(35) Hispanic:14%(7) Asian:13%(5) American Indian:n/a	White:12%(54) Black:26%(33) Hispanic:13%(6) Asian:12%(4) American Indian:n/a

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barriers	ESOL paraprofessional utilized in classrooms; Vocabulary building;	Classroom teachers	Analyze test results and classroom participation by	Benchmarks, FCAT, EOCs

					subgroups
2	Cultural Barriers	Multi-cultural Club and Festival; Celebrating diversity in the classroom; Challenge Day	Classroom Teachers; Anita Sheikh; Foundations	Participation in club activities and classroom involvement	Climate surveys
3	3B.1. Low SES students: attendance, environment, motivation, parental involvement For all: Lack of the availability of computers to allow students to practice taking the test online. Insufficient time during the school day to assist struggling students.	3B.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight. d) Study guide and intervention, enrichment sheets, and vocabulary sheets.. e) Parent contact f) Conferences with students	3B.1 APC curriculum Classroom teacher Guidance counselors Parents Resource teachers	3B.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum	3B.1. Data from Person Inform, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Our goal is to lower the percentage of ELL students who are not making satisfactory progress by 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 66%(6) of ELL students did not make satisfactory progress in Geometry.	44%(4) of all ELL students will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Language Barriers	ESOL paraprofessional working together with classroom teacher to provide support for these students	Classroom Teachers; Ruben Forn	Classroom participation; analyze test results	FAIR, CELLA, Benchmarks, FCAT, EOCs
2	Cultural Barriers	Multi-cultural club and festival; Challenge Day; Celebrate diversity in the classroom; integrated seating charts	Classroom Teachers; Anita Sheikh; Foundations Team	Classroom participation; Monitor student interaction	Climate surveys
3	Students are not proficient with reading comprehension skills.	Cornell Notes; Reading Strategies such as Table of Contents and Jigsaw	Classroom Teacher	Formative Assessment data; Benchmark data	Benchmark tests; FAIR data; summative assessments

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Our goal is to lower the percentage of SWD students not making satisfactory progress by 1%(8)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 2011-2012 school year, 26%(21) of SWD students did not make satisfactory progress in Geometry.	75%(36) of SWD students will make satisfactory progress in Geometry.

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	Teachers not familiar with IEP and 504 goals and provisions	Teacher training to access IEP and 504 plans and become familiar with legal responsibilities	Classroom teachers and administrators; guidance counselors	Daily guidance meetings; student achievement on class assessments	FAIR, Benchmarks, EOCs, FCAT
2	Students not communicating needs to teachers (eg. extra time)	Teacher conferences with student at the beginning of the year and frequently throughout the course; Teacher sensitivity training to minimize student self-consciousness	Classroom teachers; Parents; Guidance Counselors	Log of teacher/student conferences; Data analysis of test results	FAIR, Benchmarks, EOCs, FCAT, and teacher-generated assessments
3	Reading comprehension skills and retaining information	Cornell Notes; Organization skills focus lessons; online resources to supplement the text	Classroom teachers	Class participation; Benchmark data analysis; Formative assessments	FAIR, Benchmarks, Summative Assessments

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	We will decrease the number of Economically Disadvantaged students not making satisfactory progress in Geometry by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.8%	20.8%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Access to after-school tutoring is limited due to transportation issues	Teachers provide alternative tutoring times (before school, during lunch, or during class); Gifted pull out sessions used as a tutoring opportunity	Classroom teachers	Analyzing test results	FAIR, Benchmark, EOCs, District Timed Writing, Student Porfolios
	Access to technology	Educate students about	Classroom	Monitor student use of	Student

2	outside of the school day	public library resources; Provide access to classroom computers; Reach out to community and business partners to donate materials	teachers	technology to complete assignments	portfolios; achievement on teacher-generated projects and assignments
3	3E.1. Lack of the availability of computers to allow students to practice taking the test online. Insufficient time during the school day to assist struggling students. Inadequate school supplies Limited or no access to technology Classroom environment	3E.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months. b) Encourage students to take advantage of online resources from the state and textbook at home. c) Provide Focus Lessons that address student achievement gathered from Limelight. d) Reconfigure teacher schedules to include the teaching of Intensive Math for our level 1's and 2's in both the 9th and the 10th grades. e) Encourage students to take advantage of free/reduced breakfast/lunch. f) Promote use of free resources (e.g. public library) g) Provide safe classroom environment (Foundations)	3E.1. APC curriculum Classroom teacher ESE Resource teachers Parents Foundations Team member from the mathematics department	3E.1 Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.	3E 1. Data from Pearson Limelight, Benchmark assessments, Focus lesson assessments, Curriculum assessments and EOCs

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
Algebra I Plus Lesson Study Team	9-10	Cathy Eldridge	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
Algebra II	10-12	Benjie Wilson	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
Algebra II/Pre-Calculus AICE	10	Katie Davis	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
					Exit slips, reflection	

Pre-Calculus	10-12	Brian McLogan	PLC	Early Dismissal	slips, assessment data (formal and informal)	Team members, Administrator
Probability and Statistics	11-12	Rick Eagen	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
Algebra II Honors	9-11	Katie Magloff	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
Geometry	9-11	Jennifer Alaimo	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
Geometry Honors/Pre-AICE	9-10	Laura Jutte	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
AP Statistics	11-12	Jackie Johnson	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
Analysis of Functions	11-12	S Uong	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
AP Calculus	11-12	Traci Blessing	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator
AICE Mathematics	11-12	Kathy Givens	PLC	Early Dismissal	Exit slips, reflection slips, assessment data (formal and informal)	Team members, Administrator

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
Instructional practice and ideologies for all Math teachers	Book: Focus	AP/AICE Dollars	$2,831.79
To increase content area teachers knowledge and skills in acceleration courses	AP & AICE Conferences	AP/AICE Dollars	$1,330.56
			Subtotal: $4,162.35
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,162.35

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
	The State of Florida has discontinued the administration of the 11th Grade FCAT Science exam effective this school year. Instead, all Biology students will take a state-designed End-of-Course (EOC) exam. This will be

	1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		the first year during which the Bio EOC is administered state wide – it was field tested during the 2010-2011 academic year. As the two exams (FCAT and EOC) are very different, a statement regarding an increase in FCAT Science scores over the previous school year is not possible. As a Science department goal, Mandarin students will out-perform every other comprehensive high school on the Biology EOC.	
	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	Mandarin High scored exceptionally well on the 2011 FCAT Science exam with 61% of the 11th graders tested scoring at or above Level 3. This was the highest score of any comprehensive high school in Duval County.		As described in the narrative, the FCAT Science has been discontinued. The district and school-based administration have set an initial target of 44% of all students tested to score at or above Level 3 on the Biology EOC.	
	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	Misplacement in standard courses	Early identification by teachers to reassign students to honors or advanced classes	Classroom teachers	Administer formative assessments at the beginning of a course to determine skill level	PLC designed pre-test
2	Lack of challenging assignments leading to students' decrease in motivation	Differentiated instruction and open-ended projects where students make choices based on interest	Classroom teachers	Monitor motivation level by assigning participation grades for projects	Student exit slip and/or classroom survey
3	1.1. Since the Biology I EOC was a new test for the Biology teachers, the lack of familiarity with both the question format and the content coverage may have reduced the effectiveness of the test preparation.	1.1.Having now given the Biology I EOC once, the teachers are better able to combine their efforts to tailor the instructional activities and exam preparation to the needs of the students.	1.1 Biology lead teacher	1.1 Biology PLC will utilize common assessments that include objective questions covering concepts and skills expected to appear on the EOC. Analysis of the formative and summative instruments will guide instructional and review activities.	1.1. PLC-generated formative and summative assessments
4	1.2. The last state-administered science test taken by the students was the FCAT Science Exam in 8th grade. That test has no direct bearing on the course grades of the individual students. Therefore, the Biology students are likely to assume that the Biology EOC has no effect on their course grade.	1.2 Biology teachers will remind students throughout the school year that the Biology EOC is graded as a pass/fail test with respect to their receiving credit for the required-for-graduation course. Teachers will also be sure that the parents are aware of this policy change from the previous school year.	1.2. All Biology teachers and the science department chairperson	1.2. Student performance on the review and exam preparation activities as the EOC approaches will be monitored. Teachers will constantly remind students of the direct connection to their course grade and credit earned.	1.2. Biology I EOC scores
5	1.3. The Biology I EOC covers concepts and skills from the entire school year.	1.3. The Biology teachers will incorporate the district performance tasks into regular class activities. The Biology teachers will use the district LSA's throughout the year to provide performance data and on-going review	1.3. Biology lead teacher	1.3. Teachers will include assessments that follow the various review units in their individual classrooms. Student scores on these assessments will be analyzed.	1.3. The Biology I EOC

	activities. The Biology teachers will organize EOC Blitz activities during the time preceding the EOC. The teachers will rotate responsibility for the various review units to be sure that all content units are covered.	

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:	The Biology PLC will increase the number of students scoring at Level 4 and above by 5%(35)
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(489) of students scored a Level 4 or 5 on the 2011-2012 Biology I EOC.	75%(524) of students will score at a Level 4 or 5 on the Biology I EOC.

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. Since the Biology I EOC was a new test for the Biology teachers, the lack of familiarity with both the question format and the content coverage may have reduced the effectiveness of the test preparation.	2.1.Having now given the Biology I EOC once, the teachers are better able to combine their efforts to tailor the instructional activities and exam preparation to the needs of the students.	2.1 Biology lead teacher	2.1 Biology PLC will utilize common assessments that include objective questions covering concepts and skills expected to appear on the EOC. Analysis of the formative and summative instruments will guide instructional and review activities.	PLC-generated formative and summative assessments
2	2.2. The last state-administered science test taken by the students was the FCAT Science Exam in 8th grade. That test has no direct bearing on the course grades of the individual students. Therefore, the Biology students are likely to assume that the Biology EOC has no effect on their course grade.	2.2 Biology teachers will remind students throughout the school year that the Biology EOC is graded as a pass/fail test with respect to their receiving credit for the required-for-graduation course. Teachers will also be sure that the parents are aware of this policy change from the previous school year.	2.2. All Biology teachers and the science department chairperson	2.2. Student performance on the review and exam preparation activities as the EOC approaches will be monitored. Teachers will constantly remind students of the direct connection to their course grade and credit earned.	2.2. Biology I EOC scores
3	2.3. The Biology I EOC covers concepts and skills from the entire school year.	2.3. The Biology teachers will incorporate the district performance tasks into regular class activities. The Biology teachers will use the district LSA's throughout the year to provide	2.3. Biology lead teacher	2.3. Teachers will include assessments that follow the various review units in their individual classrooms. Student scores on these assessments will be analyzed.	2.3. The Biology I EOC

		performance data and on-going review activities.			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cornell Notes	9-12	AVID Team	School-wide	Pre-planning, Early Dismissal	Administration walk-throughs	Assistant Principal
Data analysis using Inform	9-12	Kyrina Moultrie and Eric Weiss	School-wide	Early release (9/6) and follow-up as needed	Administration walk-through and QCR	Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase number and percentage passing grades on AP and AICE examinations Implement Robotics	Textbooks endorsed by Cambridge- obtained from Cambridge Press Attend conferences and buy supplies Chemistry Lab supplies	AP/AICE dollars Instructional Trust	$7,795.50
		Subtotal: $7,795.50	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To increase technology	PAD CPS Pulse Systems (clickers)	Instructional Trust	$6,032.00
		Subtotal: $6,032.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase teacher knowledge and skills in acceleration classes	AP & AICE Conferences	AP & AICE Dollars	$1,551.12
		Subtotal: $1,551.12	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $15,378.62	

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:

As an English department goal, Mandarin students will out-perform every other comprehensive Duval County high school on the FCAT writing test in all subgroups.

2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (564)	90% (576)

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. Lack of adequate preparation in years past, and inconsistency of approach to writing	1.1. Schoolwide-adopted Four Square Writing Model WICOR training for all teachers for consistency in every discipline	1.1. Classroom teachers in their Professional Learning Communities (PLC) AVID teachers	1.1. In-class District Timed Writings given four times a year Weekly practice in the classroom writing in a variety of styles	1.1.Analysis of District Timed Writing data; Pearson Inform
2	1.2. Lack of grammar skills, particularly in sentence construction	1.2 Focus lessons centering around shoring up grammar skills Peer editing for grammar mistakes Cornell Notes	1.2 Teachers using PLCs	1.2 Classroom quizzes for each grammar lesson Close look at preliminary drafts of essays Peer editing of multiple drafts and the revision process.	PLC-adopted writing rubric
3	1.3. Lack of built-up stamina in writing adequately lengthy essays	1.3. Habit-forming regular writing assignments in class Increased number of students in writing-based electives – journalism and yearbook	1.3. Classroom teachers Principal	1.3. Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces	1.3. Student self-reflections Portfolio evaluations
4	1.4 Lack of sophisticated vocabulary	1.4 Cornell Notes Explore various writing styles by reading a variety of short narratives by effective writers.	1.4 Classroom teachers and PLCs	1.4 Peer editing for mature vocabulary choices and demonstrating understanding of advanced vocabulary	1.4 Peer grading
5	1.5 Lack of cohesiveness in writing	1.5 Read and discuss model essays	1.5 Classroom teachers and PLCs	1.5 Students will write multiple drafts by going through an editing and revising process	1.5 Self-reflection of portfolio writings Peer grading
6	1.6 Lack of sophisticated syntax	1.6 Read and discuss model essays and articles by professional writers - both fiction and nonfiction.	1.6 Classroom teachers and PLCs	1.6 Students will emulate a professional writer's style in their essays	1.6 Self-reflection of portfolio writings

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
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
Pearson Inform	9-12 Standard and Honors	Scott Price	All 9-12 standard and honors teachers	Monthly administration and reporting of district writing assessments	PLC analysis of student performance data at each grade level; Utilizing the online test generator	Dr. Richardson, Scott Price
4-Square Writing Method	9th & 10th grade all core curricula	Administrators, Literacy Team	All faculty and administrators	Early Dismissal Trainings and Bi-Monthly Plain Talk Sessions	Classroom observations, FCAT Writing Data, PLC Collaborations, Pearson Data Systems	Principal and House Administrators
AP Training	Honors and AP Teachers	Jerry Hulshult, District AP Coordinators	All English Honors and AP English Teachers	Monthly AP PLCs at Schultz Center; AP Summer Institute; Quarterly District Training at Schultz	PLC collaboration; Honors and AP English teacher collaboration; analysis of AP scoring data tied to individual instructors; Utilize PSAT AP Potential to direct instruction	Dr. Richardson, Jerry Hulshult

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Students will improve reading comprehension skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The US History pre-EOC will not be taken until 9/26-27/2012.	50% of US History students will earn a Level 3 on the EOC.

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	Misplacement in standard courses	Early identification by teachers to reassign students to honors or advanced classes	Classroom teachers	Administer formative assessments at the beginning of a course to determine skill level	PLC designed pre-test
2	Lack of challenging assignments leading to students' decrease in motivation	Differentiated instruction and open-ended projects where students make choices based on interest	Classroom teachers	Monitor motivation level by assigning participation grades for projects	Student exit slip and/or classroom survey
3	Lack of reading comprehension skills	Employ Cornell Notes to help with organization and comprehension	Classroom teachers	Monitor student progress through unit tests, FCAT benchmarks and FAIR testing	PLC common assessments; FAIR; FCAT; US History 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 U.S. History. U.S. History Goal #2:	Our goal is for 30% of US History students to earn at or above at Level 4 on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The US History pre-EOC will not be administered until	30% of US History students will earn at or above a Level

	9/26-27/2012.		4 on the EOC.		

| 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	Misplacement in standard course and lack of challenging assignments leading to students' decrease in motivation.	Differentiate instruction for higher level students	Classroom teacher	Monitor for improved participation in classroom discussions and activities; Monitor for improved scores on assignments and tests	Unit Tests EOC

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
Common Lessons and Assessments	US History - 11th grade	Roger Pryor	PLC - Roger Pryor, Damien McDonald, Joe Hellett, and Orus Lambert	Early Dismissal; Email Communication	PLC minutes	Victoria Schrimsher

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	To decrease the percentage of excessively absent students by 2% (56 students)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current attendance rate is 83% (2434 students)	88% (2581) of students will meet the attendance rate of less than 10 absences)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
17%(496) students were absent 10 or more days.	We will have no more than 400 students with excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9% (254) students have excessive tardies	We will have no more than 5% (147) of our students with more than 10 tardies

	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	1.1Studnets are considered as unexcused absence when they fail to supply the required excuse from their parents or physician	1.1Teachers will contact the parent after 3 unexcused absences. .All students returning from an absence will be required to furnish the House Administrator with a written excuse. House administrators will conduct monthly AIT meetings with the DCPS Attendance Social Worker, parent, child and guidance counselor once the child reaches 5 unexcused absences. Meet with parents when a student reaches 5 unexcused absences	.1.All House Administrators Classroom teachers DCPS Attendance Social Worker Guidance Counselors Parents Students	1.1.Decrease in the percentage of students with more than 10 absences.	1.1.Attendance report from Genesis
2	1.2. Getting students to go to class on time and not delay to socialize in the halls and common areas.	1.2. A coordinated effort every class change with security personnel, Administrators and teachers in the halls encouraging students to keep moving towards their assigned class	1.2. All certificated staff and security personnel	1.2.We will measure success by a decrease in the number of reported tardies	1.2.Tardy report from Oncourse

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To encourage students wo attend school daily	--No Luncheon (No absences, no tardies, no referrals) --Perfect Attendance Certificates & Awards	Coca Cola Dollars	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $1,000.00			

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:	We will continue to use ATOSS as an alternative to out of school suspension and use a progressive discipline policy to attempt to deter more serious offenses that would result in out of school suspension
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
ISSP was assigned 1224 times	Reduce the number of ISSP assignments by 10% (122)

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
We had a total or 201 out of school suspensions	Reduce the number of out of school suspensions by 10% (20)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.The largest barrier to reducing the number of students suspended is getting parents to accept the Alternative to Out of School Suspension program and not allow their children to sit at home.	1.1.We will offer transportation for students whose parents are not willing or able to take their children to the ATOSS center.	1.1.Principal and Assistant Principals	1.1.Ongoing weekly review of discipline data at Admin meeting	1.1.SESIR Data Genesis Discipline data And house administrator data
2	1.2.Reducing the incidence of code of conduct violations that would normally result in suspension	1.2 Continue to implement Foundations solutions to disciplinary problems at their root Utilize peer mediation to defuse problems between students that could potentially result in suspension	1.2.Foundations Team and Assistant Principals	1.2.Monthly review of not only quantity of violations but also the specific violations that are leading to this consequence.	1.2.SESIR data, and Foundation survey data

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Challenge Day to change school-wide culture and behavior	National trainers, refreshments, T-shirts, & lunches, etc.	SAC (SIP) Coca Cola Monies Fundraisers	$15,000.00
			Subtotal: $15,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No school-based funding available at this time for this area			$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: $15,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	A school wide positive change effort will be implemented, complete with Chalenge Day and teacher trainings on the power of grading systems and student retentions. Learning Recovery, Compass Odyssey and Virtual School will be touted as alternative ways to help students graduate, along with an insistence that all students take the ACT or CPT as a back up to FCAT proficiency.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
.5%	.5%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
93.64%	94.64%
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. Students feel isolated	1.1. Implement Challenge	1.1. Administrators,	1.1. Survey , Teacher PLC	1.1 Fame Data,

1	and lose interest in the school environment – lack a sense of belonging	Day to make students feel like they belong and are a part of the Mandarin family EXCELLENCE Recognitions given out bi-monthly to recognize student improvements and behaviors	teachers, National Challenge Day Trainers Principal Richardson and Assistant Principal Lucas	articulations, Student surveys, Hallway and cafeteria behaviors, teacher articulations; parental feedback	Dropout and Graduation rate for 2011. FAME data, Graduation and Dropout data
2	1.2. Students two or more years overage for grade become frustrated with failure and just give up	1.2. Report card analyses will bring awareness to the amount of D's and F's being given each quarter Virtual school used to help credit recover missing credits and poor GPA's	1.2.Principal and House Administrators	1.2.Teacher Success Plans on D-F assignings; OnCourse Grade Portal monitoring; Progress Report data	

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To mentor Black Male senior subgroup to encourage them to graduate from high school	--Book: Education is Not a 4-Letter Word --Journals for students --Refreshments for meeting --Rewards for participation	Principals' Trust	$400.00
			Subtotal: $400.00
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

	Excellence Recognition prizes will reward students for good behavior and small improvement	Miscellaneous Prizes		SAI Dollars, Business Partner Contributions, Coca Cola Monies	$2,000.00

Subtotal: $2,000.00

Grand Total: $2,400.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To maintain the 5 STAR award in both Categories of Gold and Silver.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
5,522 Total Volunteer Hours	6,074 An increase of 10%

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. Recruiting volunteers. Conflict of work times Lengthy process of registration.	1.1. Maintain contact with volunteers. Maintain volunteer visitation logs. Vary times for Volunteer opportunities Host a volunteer recognition luncheon/Volunteer of the Year Mentoring Mondays Provide one-on-one assistance in the online registration process Mentoring Mondays	1.1. Cynthia Grissett Assistant Principal Principal PTSA President SAC President	1.1. Keep phone logs and notes from conversations with volunteers. Weekly update and monitor number of times a volunteer comes on campus. Student feedback to teachers and parent coordinator.	1.1. Discussion with Administration team and follow-up.
2	1.2. Recruiting business partners and maintaining personal relationships.	1.2. Have each department find at least one business partner for the school. Maintain contact with business partners.	1.2. Cynthia Grissett Assistant Principal	1.2. Follow-up with departments and set deadline for finding business partners. Keep record of phone log and conversations with business partners.	1.2. Discussion with Administration team and follow-up.

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:	The science department will increase the number and percentage of students taking AICE science classes and earning passing scores on the Cambridge AICE exams in those subjects. Mandarin has increased the number of courses in the AICE Science domain. We now offer AICE Biology, Chemistry, Physics, Environmental Management, and Marine Science in addition to Advanced Placement Environmental Science and AICE Thinking Skills. The Science department in concert with school administration and the AICE Program Coordinators have encouraged students to take the exam papers necessary for A Level certification - a more strenuous exercise than the somewhat easier AS Level certification.

| | | For the 2011-2012 school year, Mandarin science students earned 268 passing scores on these AICE and AP exams. There were 299 candidates tested. The passing rate is therefore 89.6%. |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students involved in these courses have very heavy academic loads. Convincing them to replace elective classes with these college-level classes is difficult.	Continue to stress that selective universities will want to see evidence of registration and successful performance in these advanced classes.

Establish communication with parents to advertise the existence of these courses and the benefits of students' taking these classes. | All science faculty in alignment with the AICE program coordinators and the guidance counselors | Monitor number of students registering for the classes | AICE and AP exam results |
| 2 | Obtaining textbooks and other instructional materials for the Cambridge courses is difficult because the texts are not available from a US-based supplier. | Use online materials as resources and utilize the old examination materials and the posted syllabus available on the Cambridge website | Classroom teachers | Analyze results from the exams taken next May | AICE 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
Common Assessments Unit design and pacing	9 - 12 All core subjects	PLC Team Leaders are as follows: Weiss – Chemistry Click – Biology Boggs – Physics Sullivan – Earth/Space	Participants are those teachers in each subject-area PLC	Meetings of PLC's are weekly	Each PLC maintains a PLC log of meetings, agendas, and work products. Each PLC constructs common assessments and performs data analysis of student performance on those assessments.	House Administrator assigned to Science Department

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	All allied health assisting seniors 100%(39) will pass the certified medical administrative assistant (CMAA) exam before graduation. Mandarin's Center for Medical Studies will apply to the National Academy Foundation for credential consideration.

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	Varying degrees of student abilities; knowledge deficit regarding professional and medical office procedures	Clarifying expectations of student learning; differentiating instruction based on students needs and goals	Wendy Kustra (teacher)	Teacher will provide qualitative and quantitative assessments and evaluations to students. Students will be responsible for monitoring their own progress towards the goal of 70% or better on the mock CMAA post tests.	Pretests and post tests that mimic the CMMA exam will be given throughout the year to assess and evaluate understanding. The final evaluation tool will be the CMAA 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
The 2012 guidelines of the CMAA exam as described by the National Healthcareer	12/Allied Health	Wendy Kustra	Medical Academy teachers	Weekly PLC meetings	Pre-tests	CMAA exam

Association (NHA) and sit for the 2012 CMAA exam						
NAF's 2013 Summer Conference	9-12	Bryan Boyer	Bryan Boyer, Wendy Kustra	Summer 2013	PLC meetings in Fall 2013	Bryan Boyer

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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)

Safety Goal: We will review safety plans and make any needed adjustments. We currently have two School Resource Officers on campus, up one from last year.We currently have 5 security personnel. We plan on hiring an additional security guard later in the school year, bringing our total to 6. Goal:

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

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

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

Budget:

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

End of Safety Goal: We will review safety plans and make any needed adjustments. We currently have two School Resource Officers on campus, up one from last year.We currently have 5 security personnel. We plan on hiring an additional security guard later in the school year, bringing our total to 6. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improved non-fiction reading Increased Literacy school-wide Increased Social Studies Literacy	Times Union Newspapers -- Nonficton books for Media --Junior Library Guild --Increased Periodicals --Teachers Edition NIE Newspapers --Social Studies reading materials	Media Inkind Contributions AP/AICE dollars	$9,073.89
CELLA	No school-based funding available at this time for this area			$0.00
Science	Increase number and percentage passing grades on AP and AICE examinations Implement Robotics	Textbooks endorsed by Cambridge- obtained from Cambridge Press Attend conferences and buy supplies Chemistry Lab supplies	AP/AICE dollars Instructional Trust	$7,795.50
Writing	No school-based funding available at this time for this area			$0.00
Attendance	To encourage students wo attend school daily	--No Luncheon (No absences, no tardies, no referrals) --Perfect Attendance Certificates & Awards	Coca Cola Dollars	$1,000.00
Suspension	Challenge Day to change school-wide culture and behavior	National trainers, refreshments, T-shirts, & lunches, etc.	SAC (SIP) Coca Cola Monies Fundraisers	$15,000.00
Dropout Prevention	To mentor Black Male senior subgroup to encourage them to graduate from high school	--Book: Education is Not a 4-Letter Word --Journals for students --Refreshments for meeting --Rewards for participation	Principals' Trust	$400.00
				Subtotal: $33,269.39

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increased testing technology Increased literacy across curricularly through technology Increase classroom efficiency through technology	--Testing Carols for Computer labs -- DOT Cams (5) for classrooms -- PAD CPS Pulse Systems (Clickers)	A.P./AICE dollars	$38,992.16
CELLA	No school-based funding available at this time for this area			$0.00
Science	To increase technology	PAD CPS Pulse Systems (clickers)	Instructional Trust	$6,032.00
Writing	No school-based funding available at this time for this area			$0.00
Attendance	No school-based funding available at this time for this area			$0.00
Suspension	No school-based funding available at this time for this area			$0.00
				Subtotal: $45,024.16

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Use professional works of current best practices literature to guide teacher understandings of collaboration and			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	teacher common plannings and common lesson designs; as well as, how to diagnose focus lesson needs and common plan and deliver these. ASCD Membership to receive current professional development resources.	--Professional reads for all faculty: Focus, Whale Done, Pathways to the Common Core.	A.P./AICE monies	$7,894.53
Reading	To increase content area teachers knowledge and skills in acceleration courses (Including AVID teachers)	AP & AICE Conferences AVID Training	AP & AICE Dollars	$20,102.50
CELLA	No school-based funding available at this time for this area			$0.00
Mathematics	Instructional practice and ideologies for all Math teachers	Book: Focus	AP/AICE Dollars	$2,831.79
Mathematics	To increase content area teachers knowledge and skills in acceleration courses	AP & AICE Conferences	AP/AICE Dollars	$1,330.56
Science	To increase teacher knowledge and skills in acceleration classes	AP & AICE Conferences	AP & AICE Dollars	$1,551.12
Writing	No school-based funding available at this time for this area			$0.00
Attendance	No school-based funding available at this time for this area			$0.00
Suspension	No school-based funding available at this time for this area			$0.00
				Subtotal: $33,710.50

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Genre Fan Fair school-wide reading celebration to showcase student book reports and presentations	Prizes for student winners, and supplies to facilitate Fair	Coca Cola Dollars	$3,000.00
Dropout Prevention	Excellence Recognition prizes will reward students for good behavior and small improvement	Miscellaneous Prizes	SAI Dollars, Business Partner Contributions, Coca Cola Monies	$2,000.00
				Subtotal: $5,000.00
				Grand Total: $117,004.05

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/21/2012)

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District MANDARIN HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	84%	88%	61%	290	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%	76%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	69% (YES)			116	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					537	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District MANDARIN HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	82%	88%	58%	286	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	58%	70%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	55% (YES)			102	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					526	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested