FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINE RIDGE HIGH SCHOOL

District Name: Volusia

Principal: John Atkinson

SAC Chair: Sherri Monroe

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

Last Modified on: 10/18/2012

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)
		BA, Political and Social Science MA, Educational Leadership Certification:			2012 – Pine Ridge High School; Pending School Grade(40% R/30% M; 55%R/35% M; 60% R/ 45%M)* 2011 – River Springs Middle School; A School Grade, AYP 77% (72% R/67% M; 63% R/66% M; 61% R/58% M)* 2010 – River Springs Middle School – A School Grade, AYP 87% (74%R/67%M; 66%R/70%M; 68%R/71%M)* 2009 – River Springs Middle School – B School Grade, AYP 72% (70%R/63%M; 66%R/65%M; 67%R/61%M)* 2008 – DeBary Elementary School – A School Grade, AYP 100% (88%R/90%M; 70%R/75%M; 60%R/73%M)* 2007 – DeBary Elementary School – A School Grade, AYP 97% (85%R/86%M;

	Position	Name	Credentials	Years at Current School	Years as Administrator	Performance Record
	Principal	John Atkinson	School Principal Social Studies, Grades 6-12 Varying Exceptionalities, K-12 3	2	18	70%R/67%M; 53%R/63%M)*
						2006 – DeBary Elementary School – A School Grade, AYP 100% (84%R/84%M; 70%R/69%M; 59%R)*
						2005 – Deltona Lakes Elementary School – A School Grade, AYP 100% (85%R/73%M; 72%R/68%M; 65%R)*
						2004 – Deltona Lakes Elementary School – A School Grade, AYP 93% (83%R/69%M; 73%R/72%M; 72%R)*
						2003 – Deltona Lakes – A School, (76% R/71%M; 75%R/80%M; 65%R)*
						2002 – Deltona Lakes – C School, (69%R, 61%M; 59%R, 63%M; 59%R)*
						*(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)
	Assis Principal	Rick Inge	BS, Elementary Education ME, Educational Leadership Ed D, Educational Leadership Certifications: Elementary Education (1-6) School Principal (all levels)	1	14	2012 – Atlantic High School; Pending School Grade (41% R/51% M; 51%R/42% M; 59% R/ 28%M)*
						2011 - Silver Sands Middle School: A School, AYP 92% (75% R/73% M; 66% R/69% M; 69% R/73% M)*
						2010 – Silver Sands Middle School: A School, AYP 74% (73% R/70% M; 61% R/68% M; 54% R/62% M) *
						2009 – Sugar Mill Elementary School: A School, AYP 100% (85% R/85% M; 73% R/72% M; 68% R/65% M) *
						2008 – Sugar Mill Elementary School: A School, AYP 95% (86% R/85% M; 73% R/77% M; 62% R/67% M) *
						2007 – Sugar Mill Elementary School: A School, AYP 97% (85% R/83% M; 78% R/63% M; 59% R/60% M) *
						2006 – Sugar Mill Elementary School: A School, AYP 92% (84% R/85% M; 63% R/69% M; 55% R/n/a% M) *
						((Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)
	Assis Principal	Mark Carruthers	M.Ed./School Principal, Elementary Ed., ESE, ESOL	3	11	2012 – Pine Ridge High School; Pending School Grade(40% R/30% M; 55%R/35% M; 60% R/ 45%M)*
						2011 – Pine Ridge High School; D School Grade, AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66% M)*
						2010 – Deltona Middle School; B School Grade, AYP 82% (70% R/66% M; 63% R/67% M; 59% R/66% M) *
						2009 – Deltona Middle School; B School Grade, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M) *
						2008 – Deltona Middle School; A School Grade, AYP 79% (68% R/63% M; 62% R/63% M; 61% R/61% M) *
						2007 – Deltona Middle School; B School Grade, AYP 87% (68% R/63% M; 58% R/65% M; 62% R/62% M) *
						2006 – Deltona Middle School; A School Grade, AYP 85% (68% R/66% M; 66% R/67% M; 70% R/NA M) *
						2005 – Deltona Middle School; B School Grade, AYP 87% (65% R/63% M; 59% R/65% M; 60% R/NA M) *
						2004 – Deltona Middle School; A School Grade, AYP 97% (67% R/64% M; 67% R/67% M; 69% R/NA M) *

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record
					2003 – Deltona Middle School; A School Grade, AYP NA (69% R/63% M; 71% R/69% M; 72% R/NA M) * *(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)
Assis Principal	Tom Robare	Ed.D./School Principal, Biology, Middle Grades General Science, PE 6-12, Middle Grades, ESE, ESOL	7	10	2012 – Pine Ridge High School; Pending School Grade (40% R/30% M; 55%R/35% M; 60% R/ 45%M)* 2011 – Pine Ridge High School; D School Grade, AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66% M)* 2010 – Pine Ridge High School; D Grade Pending, AYP 69% (41% R/69% M; 44% R/72% M; 41% R/59% M) * 2009 – Pine Ridge High School; D School Grade, AYP 62% (38% R/67% M; 44% R/68% M; 42% R/60% M) * 2008 – Pine Ridge High School; C School Grade, AYP 67% (37% R/64% M; 49% R/73% M; 50% R/74% M) * 2007 – Pine Ridge High School; D School Grade, AYP 59% (31% R/60% M; 44% R/67% M; 48% R/71% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) In previous 3 years as an administrator, no state accountability processes were in place during time of administration *(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)
Assis Principal	Kim Feltner	ME/ Educational Leadership, BS/ Accounting Certification: Educational Leadership, Middle Grades Integrated Curriculum, Business Education, ESE, Economics, English, Mathematics	7	1	N/A

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)
Reading Coach	Kathy Zeringue	Elementary Ed; Middle Grades English; ESOL; Reading	4	8	2012 – Pine Ridge High School; Pending School Grade (40% R/30% M; 55%R/35% M; 60% R/ 45%M)* 2011 – Pine Ridge High School; Pending School Grade, AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66% M)* 2010 – Pine Ridge High School; Grade Pending, AYP 69% (41% R/69% M; 44% R/72% M; 41% R/59% M) * 2009 – Pine Ridge High School; D School Grade, AYP 62% (38% R/67% M; 44% R/68% M; 42% R/60% M) * *(Proficient Reading/Math; %Learning Gains R/M; Lowest 25% Learning Gains R/M)

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	New Teacher Programs(Individualized Professional Development, mentors, peer classroom visits, PAR teacher assistance, other site visits)	Administration	June, 2013	
2	Leadership Opportunities (Department Chairs/Contacts, Literacy Team,Teacher Advisory Council, Behavioral Leadership Team, School Advisory Council, School Based CCSS Team, etc.)	Administration	June, 2013	
3	Professional Development	Curriculum Team	June, 2013	
4	PLC Activities	Administration Department Chairpersons Kathy Zeringue	June, 2013	
5	Every year, the school district undertakes several initiatives designed to recruit highly qualified teachers. Recruitment through colleges throughout the country are conducted by district and school administrators. The reading endorsement program is provided to any district teacher interested in becoming a reading teacher. The district is identifying trainers to provide CAR-PD training for content area teachers. In order to retain highly qualified teachers, the district provides opportunities for teachers to attend conferences and special events; the district's teacher of the year event is recognized throughout the state; district specialists offer a multitude of professional enrichment activities for teachers.	Administration	June, 2013	
6	Student showcase and acknowledgement in community and district publications.	Administration Activities Director	June, 2013	
7	Promotion of Pine Ridge High School through brochures and community advertisements.	Administration Activities Director	June, 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
Zero	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
112	7.1%(8)	14.3%(16)	35.7%(40)	42.9%(48)	49.1%(55)	99.1%(111)	14.3%(16)	4.5%(5)	15.2%(17)

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
John Fred Raper, Dept. Chair for Math Dr. Vicki Banks, PAR Teacher	Christopher Lincoln Gregg Baker Bethany Curia-Convoy	Mr. Raper has a wealth of knowledge and experience in the mathematics department. Dr. Banks is being assigned by the district to work with new teachers.	Coaching, observations, collaborative planning when needed, E3 Program.
Michelle Swint, Dept. Chair for English Dr. Vicki Banks, PAR Teacher	Christina Goodin Traci Carroll	Ms. Swint is an excellent English teacher who is verse in the areas of creative writing and literature. Dr. Banks is being assigned by the district to work with new teachers.	Coaching, observations, collaborative planning when needed, E3 Program.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under Title I Part A, our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Pine Ridge High School include:
• Parent Liaison who facilitates our extensive parent involvement program
• AVID programming to close the achievement gap and support rigorous programming for all students

Title I, Part C- Migrant

Currently, no migrant students attend Pine Ridge High.

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provies remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Student mentoring program
• Crisis training program
• Suicide prevention program
• Bullying program
• Teens against violence by Domestic Abuse Counsel through Personal Fitness classes
• 9 week session for Transition students: Expect Respect (dating violence)

Nutrition Programs

Free and Reduced Meal Plan
Nutrition and Wellness classes
Health classes
Personal Fitness classes
Wellness Policy School Plan

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

NA

Career and Technical Education

Sports Science and Emergency Medical Services Academy
Agriscience Education and Communications Academy

Gold Seal Programs:
Production Technology
Sports Marketing
Accounting Operations
Culinary Arts
Nursery Operations
Agricultural Communications
Agritechnology
Business Supervision and Management
Diversified Career Technology
Multimedia Design
Computer Electronics
Early Childhood Education

First Responder

Job Training

Pine Ridge High School offers students career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. Volusia is the third district in the country to receive such recognition.

In addition, Pine Ridge High School offers OJT, DCT, and a Gold Seal Program for Diversified Career Technology.

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.
John Atkinson, Principal
Mark Carruthers, ESE AP
Kim Feltner, AP
Rick Inge, Curriculum AP
Tom Robare, Data AP
Kathy Zeringue, Reading Coach
Department Chairpersons
Wafa Picciolo, PST Chairperson
Bill Morrison, School Psychologist
Juan Cano, Behavior Specialist
Jessica Gilbert, Lead Guidance Counselor

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Two teams will support the Literacy Leadership process at Pine Ridge High School. The larger Leadership Team will meet once a month, with the smaller Curriculum Team meeting weekly. The Curriculum Team will pull in members of the larger Leadership Team for its weekly meeting to address specific concerns related to student achievement.

Curriculum Team:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing schoolwide literacy system, conducts assessment of literacy skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support literacy system implementation, and communicates with parents regarding school-based literacy plans and activities.

Assistant Principal of Curriculum: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of literacy skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support literacy system implementation, and communicating with parents regarding school-based literacy plans and activities. Develops, leads, and evaluates school core content standards/programs; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of literacy system plans.

Additional Leadership Team Members:

ESE Assistant Principal: Participates in collection, interpretation, and analysis of data related to ESE students.

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for literacy instruction and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of literacy skills of school staff, ensuring implementation, ensuring adequate professional development to support implementation, and communicating with parents regarding school-based literacy plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

Selected General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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

The team meets every week to engage in the following activities:
Review any relevant literacy assessment and classroom walkthrough data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development, resources, and interventions. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, the Curriculum Team determines trends and information that need to be shared with Department Chairs and the upcoming agenda for the next Professional Learning Community meetings. Based on the data analysis conducted, the Curriculum Team will make recommendations to PLC teams about necessary interventions and evaluate the effectiveness of existing intervention programs.

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

The major initiative of the LLT this year will be ensuring consistent full implementation of the Literacy Plan that was created by the Literacy Leadership Team, in cooperation with a Literacy Leadership committee.

The LLT will also help Social Studies and Science teachers increase their use of reading comprehension and writing strategies in order to complement schoolwide literacy initiatives.

The LLT will monitor the effectiveness of reading interventions taking place and provide coaching and/or staff development to reading teachers and to core and non-core teachers on the systematic use of student-owned literacy strategies.

Finally, the LLT will assist with the implementation of Common Core Standards integration into all subject areas, with a heavy focus on reading, writing and critical thinking activities.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition, Career and Technical Education courses have end of program tests (Industry Certification Exams) that help ensure that skills students learn in class will translate into relevant certification for related industries. Career academies (Agriscience Education and Communications Academy & Sports Science and Emergency Medical Services Academy) emphasize connections between core and elective classes to increase relevance of student learnings.

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?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Students meet with counselors to decide what classes will be taken. Parents are invited to these meetings. High school counselors also teach students and parents how to plan for high school and post-secondary plans through the use of www.facts.org.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:
• Dual Enrollment
• Early College
• Career Academies
• High School Showcase
• AVID
• Career and Technical Education Classes
• Advanced Placement Opportunities
• College Expo
• College Tours
• College Rep Visits

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:	The percentage of students achieving proficiency (FCAT Level 3) in reading will increase by 5% in grades 9 and 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (169)	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	Time needed and teacher reluctance to unpack the Common Core Standards and aligning them with the NGSSS/SSS	Provide time for teachers to become accustom to the CCSS, develop scoring rubrics aligned with the standards, and assist students/parents with tracking student progress toward meeting those standards.	Administration Curriculum Team Classroom Teachers	Early Release Wednesday Professional Development sessions will be used to determine effectiveness of the strategy	Meetings with department chairpersons and individual teachers to see how well they are adjusting to the shift from NGSS and SSS to CCSS.
2	Lack of time and individual attention for all students to attain proficiency during regular classroom periods	Pine Ridge Interventions, Development and Enrichment (PRIDE) period during school day for re-teaching, retesting, and individualized interventions	Administration Curriculum Team Classroom Teachers	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams and other forms of summative assessments
3	Lack of high-interest and/or culturally diverse nonfiction and fiction reading material	Provide students high-interest fiction and non-fiction reading materials that reflect their backgrounds and meet the reading difficulty needed to ensure success on the FCAT	Reading coach	Quarterly review of Media Center circulation records Review of FAIR assessments three times during the year	Circulation Records FAIR Assessments
	RtI strategies are not implemented with enough consistency. Consequently, some struggling students are never identified as being in need of assistance.	Consistent, school-wide implementation of Response to Intervention RtI Tier One expectations for all teachers include: Providing clear daily objectives connected to long-term learning goals; reviewing what was taught the day before, connecting it to today's lesson, and previewing what will be taught tomorrow; teaching, modeling, and practicing student-owned literacy strategies; using	Administration Guidance Department Problem Solving Team Curriculum Team Individual Teachers	Weekly classroom walkthroughs Biweekly review of relevant assessments and/or attendance records)	DA Assessments Pinnacle Gradebook and Attendance Data Monthly grade level meetings to discuss academic/behavioral issues regarding common students.

	4		research-based vocabulary and fluency instruction; requiring students to actively engage in higher-level thinking. The RtI model will be used to ensure the fidelity of SIP implementation. Through weekly classroom walkthroughs, progress monitoring, and data review, struggling students will be identified and strategies will be implemented to increase achievement. (Domains 1-4)			
	5	PLC strategies are not implemented with enough consistency.	Core PLCs: PLCs will meet for core subject areas (English I, English II, World History and AP Human Geography, Reading, Biology, Algebra I, and Geometry). Core instruction: PLCs will design and implement instruction as planned in their Curriculum Maps, while incorporating CCSS. Teacher teams will plan instruction, teach lessons, assess student understanding, analyze test data, create interventions for remediation and enrichment needs to use during PRIDE sessions, and revise instruction as needed to improve achievement for all learners. Teachers will use DA-SINI assessment reports in PLC meetings to make modifications, differentiate instruction, and provide interventions where necessary. Supplemental instruction: Students not meeting benchmarks will be assigned to receive additional instruction in small groups as coordinated by PLCs. PLCs will also identify struggling students for PST referral and help one another to implement academic and behavioral interventions as recommended by the RTI team in order to increase student achievement for all AYP subgroups.	Administration Department Chairpersons Oversight for Core PLCs—Kathy Zeringue to organize their efforts and support (Domains 1-4)	PLC teachers will administer DA-SINI Assessments to all students in Language Arts, Biology, Algebra I, Geometry and Grades 9-12 Reading three times each year. Teachers will use common assessments to monitor student understanding of benchmarks and meet biweekly to determine students in need of interventions.	DA-SINI Assessments EOC Assessments FCAT Review of other student data such as attendance, referrals, etc.
		Teacher reluctance to incorporate readng, writing and critical thinking activities in all subject areas.	Integrate reading, writing and critical thinking strategies in all subject areas (core and non-core).	Administration Curriculum Team CCSS Leadership Team	Weekly classroom walk-throughs during which the use of literacy strategies is observed on stage and off stage.	Classroom Walk-throughs Lesson plans Student produced work

6				Monthly review department chairpersons meetings where implementation and effectiveness will be discussed. Adjustments will be made as needed.	
7	Teachers are not comfortable with, or have yet to have training, in the development of rubric scoring devices aligned with the standards	Teachers will develop scoring rubrics that are aligned with the standards with the assistance of Kelly Conway from the district office, and others at our school who are accustomed to using these types of assessment tools.	Administration Curriculum Team Kelly Conway, District Office	Each quarter, teachers will provide administration with a lesson and documents showing they are using a rubric, instead of percentage grading, to assess student learning in regards to the standards.	Lesson Plans Administrators' Observations Student Produced Work
8	Students know how to use a reading strategy when guided through instruction but have not internalized the use of reading strategies to develop content mastery.	Teachers will use core and supplemental materials for literacy instruction in multiple curriculum areas. These materials will enable instruction on student-owned literacy strategies (prediction, clarification,summarization, making connections, evaluation, question-asking, and visualization) (Domain 1).	Administration Curriculum Team	Weekly Classroom Walk-throughs Monthly review of student-owned literacy strategies in faculty meetings to showcase and discuss ideas for implementation	Classroom Instruction Lesson Plans
9	Students are not being exposed to instruction that is rigorous enough for the Common Core Standards.	Common Core Standards instruction will begin to be implemented by all teachers. Standards will be assessed through the use of common, project-based assessments(two per quarter) (Domain 1; Domain 4).	Administration Curriculum Team Department Chairpersons Classroom Teachers	Student samples of each of the common assessments will be reviewed each quarter	Administrators' Observations Student Samples
10	Need to develop time and activities to celebrate student success in regard to mastery of CCSS standards.	Develop a calender with events to celebrate student success and to communicate with parents regarding how well their child is doing in relation to the standards.	Administrative Team	Feedback from students and parents.	Calendar with events. Feedback from parents and students.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase percent of students scoring at current level by 9% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	36%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

				Administrative observation tools	
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT 2.0 Level 4 and 5) in reading will increase by 6% in grades 9 and 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18.36% (143)	24%

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	Some students have a low motivation to achieve.	Provide a variety of extrinsic motivators to honor student success: Honor roll celebrations, 4.0 T-shirts, GPA requirement for on-campus parking and off-campus lunch, FCAT incentives, Proven Panthers (students of the month) (Component 2b)	Administration Curriculum Team	Comparison of student GPAs by class each quarter to the previous year Comparison of percentage of students qualifying or each FCAT incentive	GPA FCAT
2	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs
3	Lack of enrichment and extension opportunities for higher-level students.	Maintain enrichment clubs, honor societies, and competitive groups for Math, English, Science, and all general academic areas (Component 2b)	Curriculum Team Department Chairs	Attendance tracking sheets for each group will be kept and monitored	Attendance
	Not enough students participate in higher-level course offerings such as AP and honors. More emphasis is being placed on percent of	Continue to use AP Potential Report (or equivalent for FCAT and ACT from Performance Matters) to place students in honors and AP courses and increase	Curriculum Team	AP enrollment data and AP passing rates will be analyzed each summer	Registration database AP scores

4	students passing AP tests.	access and equity in the AP Program. AP vertical teaming strategies will be used in honors courses to prepare students for the rigor of AP. AP Parent and teacher meetings will be held to increase student success and increase participation in AP. AP Parent Information Nights will be offered twice each year, including an AP Showcase of course requirements and offerings. (Domain 3)			
5	Students do not have the opportunity to see enough real-life applications of science concepts.	CSI Summer Math and Science Institute Increased use of labs in Science classes (Component 2b)	Curriculum Team Science Department Chair	Enrollment in the CSI Summer Program Percentage of students who successfully finish the CSI summer program	FCAT Scores of program attendees
6	Students' performance on FCAT, ACT, and SAT needs improvement.	Supplemental instruction in Reading, Math, and Writing: After school tutoring is provided for students preparing for FCAT, ACT, and SAT. (Components 2b, 3e)	Curriculum Team Reading and Math Department Chairs	Average assessment scores of those participating in tutoring programs will be compared to the average scores of those who did not participate.	FCAT, ACT, and SAT scores
7	Need for more rigorous coursework in Social Studies courses	Continue AP Human Geography and AP World History courses (Component 2b, Component 3c)	Assistant Principal of Curriculum, Social Studies Department Chair	Past AP assessments will be administered monthly and student performance reviewed	AP Scores
8	Need to provide reading enrichment with student-centered book offerings	Continue Ben Carson Book Club with contemporary literary selections. This group targets Level 3 and higher students in Grades 9-12 to participate in reading, discussing, and analyzing high-interest adolescent literature to increase reading comprehension, analytical skill, and endurance. (Component 2b)	Reading Coach	FCAT and/or SAT scores of those participating in the book club will be compared to school-wide averages for this target group.	FCAT and SAT Scores

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:	Increase the percent of students in grades 9 and 10 who score above a Level 7 in reading on the Alternative Assessment by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8)	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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (379)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading and math achievement.	Intensive assistance in Reading and Math will be provided by Intensive Reading and Math teachers, assisted by the evaluation and monitoring of the Curriculum Team. (Domains 1-4)	Reading Coach, ESE Lead Team	FAIR assessments will be analyzed three times each year. FCAT Explorer and FCAT Focus assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer FCAT Focus assessments
2	Need to provide reading intervention with student-centered book offerings	Brown Bag Book Club: Targeted Level 2 students in Grades 9-11 will read high-interest adolescent literature to increase reading fluency, comprehension, and endurance. (Component 3e)	Reading Coach	FCAT and FAIR scores of those participating in the book club will be compared to school-wide averages for this target group.	FCAT and FAIR Scores
	Not all students check out books from the school library regularly.	Continue to help teachers develop their own classroom libraries	Reading Coach Media Specialist	Twice per year, a survey of Classroom Library use will be conducted.	Classroom survey data

3		(Domains 1-3) Promotional activities will be implemented to increase media circulation, including book fairs, reading incentives, reading contests, and highlighting student teacher recommendations.		Media circulation data will be collected and analyzed monthly. Book fair sales receipts will be compared to last year's sales.	Media circulation data Book fair sales data
4	Students' performance on FCAT, ACT, and SAT needs improvement.	Supplemental instruction in Reading, Math, and Writing: After school tutoring is provided for students preparing for FCAT, ACT, and SAT. (Components 2b, 3e)	Curriculum Team Reading and Math Department Chairs	Average assessment scores of those participating in tutoring programs will be compared to the average scores of those who did not participate.	FCAT, ACT, and SAT scores
5	Need to increase student achievement on the reading assessment exams.	Provide remediation and acceleration opportunities during PRIDE time that will focus on student mastery of standards. Also, incorporate the use of computer programs to support instruction.	Administrative Team Classroom Teachers	Lesson plans Quarterly assessment results Charts used to track student mastery	Lesson plans. Teacher and Administrators' observations.

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:	Increase the percent of students making learning gains in reading on the Florida Alternative Assessment by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5)	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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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:	Percentage of students in lowest 25% making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (112)	65%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' performance on FCAT, ACT, and SAT needs improvement.	Supplemental instruction in Reading, Math, and Writing: After school tutoring is provided for students preparing for FCAT, ACT, and SAT. (Components 2b, 3e)	Curriculum Team Reading and Math Department Chairs	Average assessment scores of those participating in tutoring programs will be compared to the average scores of those who did not participate.	FCAT, ACT, and SAT scores
2	Students with large gaps in reading and math achievement.	Intensive assistance in Reading and Math will be provided by Intensive Reading and Math teachers, assisted by the evaluation and monitoring of the Curriculum Team. (Domains 1-4)	Reading Coach, ESE Lead Team	FAIR assessments will be analyzed three times each year. FCAT Explorer and FCAT Focus assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer FCAT Focus assessments
3	Need to provide reading intervention with student-centered book offerings	Brown Bag Book Club: Targeted Level 2 students in Grades 9-11 will read high-interest adolescent literature to increase reading fluency, comprehension, and endurance. (Component 3e)	Reading Coach	FCAT and FAIR scores of those participating in the book club will be compared to school-wide averages for this target group.	FCAT and FAIR Scores
4	Not all students check out books from the school library regularly.	Continue to help teachers develop their own classroom libraries Promotional activities will be implemented to increase media circulation, including book fairs, reading incentives, reading contests, and highlighting student teacher recommendations. (Domains 1-3)	Reading Coach Media Specialist	Twice per year, a survey of Classroom Library use will be conducted. Media circulation data will be collected and analyzed monthly. Book fair sales receipts will be compared to last year's sales.	Classroom survey data Media circulation data Book fair sales data

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 # Continue to reduce the achievement gap between those who are proficient and those who are not in all sub groups. 5A :

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

	41%	51%	56%	61%	66%	

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:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 50% Black: 27% Hispanic: 32% Asian: Data Not Available Native American: Data Not Available (making progress)	White: 55% (Safe Harbor) Black: 34% Hispanic: 39% Asian: Data Not Available American Indian: Data Not Available (making progress)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of cultually diverse non-fiction material	Provide students with non-fiction materials that reflect their backgrounds and meet the reading difficulty needed to ensure success on the FCAT	Reading Coach Language Arts Department Chair	Media Check-Out Records Fair Assessments	FCAT AYP

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:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (proficient)	26% (Safe Harbor) (proficient)

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.

2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (proficient)	28% (Safe Harbor)(proficient)

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 individual needs of some students in the Exceptional Student Education program are not being met.	ESE accommodations training (Domain 1) Provide follow-up coaching as needed	ESE Assistant Principal, ESE Lead Team, Curriculum Team	Walkthroughs to assess coaching needs Workshop Evaluation Feedback and Follow-up	DA Assessments EOC FCAT
2	Students with large gaps in reading and math achievement.	Intensive assistance in Reading and Math will be provided by Intensive Reading and Math teachers, assisted by the evaluation and monitoring of the Curriculum Team. (Domains 1-4)	Reading Coach, ESE Lead Team	FAIR assessments will be analyzed three times each year. FCAT Explorer and FCAT Focus assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer FCAT Focus assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% proficient	42% (Safe Harbor) (proficient)

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	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Curriculum Team; Literacy Leadership Team	Classroom Walkthroughs; Literacy Leadership Team Meetings;	Charlotte Danielson Rubric for Classroom Walkthroughs

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
Provide CCSS reading strategies used to increase student mastery of reading standards.	Grades 9-12 All subject area teachers	Administration CCSS Leadership Team	School-wide	Begin in August, 2012 and continue through May, 2013	Student reports regarding formative and summative assessments; along with quarterly district administered exams.	Administration Reading Coach
Learn how to analyze and interpret reading data to drive classroom instruction.	Reading 9-12	Reading Coach	Reading Teachers	Initial training September 1st, implementation within 30 days, and structured coaching and mentoring within 60 days as follow-up.	Reports on students' academic progress pulled from Pinnacle Access following reading assessments.	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book Clubs to assist students who do not have access to expository reading materials	Purchase leveled text for student groups to read and discuss on a monthly basis.	SAC, FUTURES Inc., if available)	$2,000.00
		Subtotal: $2,000.00	
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: $2,000.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase the percent of students listening/speaking proficiency on CELLA by 3%.
2012 Current Percent of Students Proficient in listening/speaking:	

67% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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:	Increase the percent of students reading proficiency on CELLA by 5%.
2012 Current Percent of Students Proficient in reading:	
53.3% (24)	

	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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	Increase the percent of students writing proficiency on

	CELLA Goal #3:		CELLA by 5%.	

2012 Current Percent of Students Proficient in writing:

11.11% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Reading Coach ELL Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

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:	Increase the percent of students scoring a Level 4, 5, and 6 on the FAA by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	32%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the percent of students scoring at or above Level 7 on the FAA by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (10)	78%

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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Maintain the percent of students making learning gains on the mathematics FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

	Follow-up coaching provided by program specialists		Administrative observation tools	

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percent of students scoring at Level 3 on the Algebra EOC will increase by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (52)	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	Time needed and teacher reluctance to unpack the Common Core Standards and aligning them with the NGSSS/SSS	Provide time for teachers to become accustom to the CCSS, develop scoring rubrics aligned with the standards, and assist students/parents with tracking student progress toward meeting those standards.	Administration Curriculum Team Classroom Teachers	Early Release Wednesday Professional Development sessions will be used to determine effectiveness of the strategy	Meetings with department chairspersons and individual teachers to see how well they are adjusting to the shift from NGSS and SSS to CCSS.
2	Lack of time and individual attention for all students to attain proficiency during regular classroom periods	Pine Ridge Interventions, Development and Enrichment (PRIDE) period during school day for re-teaching, retesting, and individualized interventions	Administration Curriculum Team Classroom Teachers	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams and other forms of summative assessments
3	RtI strategies are not implemented with enough consistency. Consequently, some struggling students are never identified as being in need of assistance.	Consistent, school-wide implementation of Response to Intervention RtI Tier One expectations for all teachers include: Providing clear daily objectives connected to long-term learning goals; reviewing what was taught the day before, connecting it to today's lesson, and previewing what will be taught tomorrow; teaching, modeling, and practicing student-owned literacy strategies; using research-based vocabulary and fluency instruction; requiring students to actively engage in higher-level thinking.	Administration Guidance Department Problem Solving Team Curriculum Team Individual Teachers	Weekly classroom walkthroughs Biweekly review of relevant assessments and/or attendance records)	DA Assessments Pinnacle Gradebook and Attendance Data Monthly grade level meetings to discuss academic/behavioral issues regarding common students.

		The RtI model will be used to ensure the fidelity of SIP implementation. Through weekly classroom walkthroughs, progress monitoring, and data review, struggling students will be identified and strategies will be implemented to increase achievement. (Domains 1-4)			
4	Teacher reluctance to incorporate readng, writing and critical thinking activities in all subject areas.	Integrate reading, writing and critical thinking strategies in all subject areas (core and non-core).	Administration Curriculum Team CCSS Leadership Team	Weekly classroom walk-throughs during which the use of literacy strategies is observed on stage and off stage. Monthly review department chairpersons meetings where implementation and effectiveness will be discussed. Adjustments will be made as needed.	Classroom Walk-throughs Lesson plans Student produced work
5	Teachers are not comfortable with, or have yet to have training, in the development of rubric scoring devices aligned with the standards	Teachers will develop scoring rubrics that are aligned with the standards with the assistance of Kelly Conway from the district office, and others at our school who are accustomed to using these types of assessment tools.	Administration Curriculum Team Kelly Conway, District Office	Each quarter, teachers will provide administration with a lesson and documents showing they are using a rubric, instead of percentage grading, to assess student learning in regards to the standards.	Lesson Plans Administrators' Observations Student Produced Work
6	Students know how to use a reading strategy when guided through instruction but have not internalized the use of reading strategies to develop content mastery.	Teachers will use core and supplemental materials for literacy instruction in multiple curriculum areas. These materials will enable instruction on student-owned literacy strategies (prediction, clarification,summarization, making connections, evaluation, question-asking, and visualization) (Domain 1).	Administration Curriculum Team	Weekly Classroom Walk-throughs Monthly review of student-owned literacy strategies in faculty meetings to showcase and discuss ideas for implementation	Classroom Instruction Lesson Plans
7	Students are not being exposed to instruction that is rigorous enough for the Common Core Standards.	Common Core Standards instruction will begin to be implemented by all teachers. Standards will be assessed through the use of common, project-based assessments(two per quarter) (Domain 1; Domain 4).	Administration Curriculum Team Department Chairpersons Classroom Teachers	Student samples of each of the common assessments will be reviewed each quarter	Administrators' Observations Student Samples
8	Need to develop time and activities to celebrate student success in regard to mastery of CCSS standards.	Develop a calender with events to celebrate student success and to communicate with parents regarding how well their child is doing in relation to the standards.	Administrative Team	Feedback from students and parents.	Calendar with events. Feedback from parents and students.
9	Need to increase student achievement on both the Algebra and Geometry EOC exams.	Provide remediation and acceleration opportunities during PRIDE time that will focus on student mastery of standards. Also, incorporate the use of computer programs to support instruction.	Administrative Team Classroom Teachers	Lesson plans Quarterly assessment results Charts used to track student mastery	Lesson plans. Teacher and Administrators' observations.

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

of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percent of students scoring at or above Level 4 on the Algebra EOC will increase by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (3)	15%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Mathematics Teachers	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation

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 # In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		34	41	47	54	

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:	In 2012-2013, each subgroup will redeuce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 45% Black 24% Hispanic: 30% Asian: N/A American Indian: N/A	White: 51% Black: 32% (Safe Harbor) Hispanic: 32% (Safe Harbor) Asian: N/A 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
	Hispanic: We have a growing number of	Ensure that all teachers receive professional	Administrators ELL Teacher	Ongoing monitoring of formative assessments	District Assessments and

1	Hispanic students that receive services in our ESOL program	development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.		and teacher observation by administration.	FCAT results

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%	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	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration ELL Teacher	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessements and FCAT results Progress monitoring of weekly data using graphs/trend lines.

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:	In 2012-13, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (proficient)	30% (proficient)

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	Difficulty providing quality instruction in Algebra to students who lack many of the basic skills needed to be successful and abstract thinkers.	ESE teachers will work closely with out math department and district staff to develop effective and engaging learning activities to promote student success.	Administration ESE Staff	Formative and Summative Assessments will be reviewed weekly.	FCAT and Quarterly 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 Algebra. Algebra Goal #3E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (proficient)	42% (Proficient)

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	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Math Department	Classroom Walkthrough	VSET Observations Domain 3

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time needed and teacher reluctance to unpack the Common Core Standards and aligning them with the NGSSS/SSS	Provide time for teachers to become accustom to the CCSS, develop scoring rubrics aligned with the standards, and assist students/parents with tracking student progress toward meeting those standards.	Administration Curriculum Team Classroom Teachers	Early Release Wednesday Professional Development sessions will be used to determine effectiveness of the strategy	Meetings with department chairpersons and individual teachers to see how well they are adjusting to the shift from NGSS and SSS to CCSS.
	Lack of time and individual attention for all students to attain	Pine Ridge Interventions, Development and Enrichment (PRIDE) period	Administration Curriculum Team	Review of formative & summative	FCAT, End of Course Exams and other forms of

2	proficiency during regular classroom periods	during school day for re-teaching, retesting, and individualized interventions	Classroom Teachers	assessments, student grades, results on End of Course Exams	summative assessments
3	RtI strategies are not implemented with enough consistency. Consequently, some struggling students are never identified as being in need of assistance.	Consistent, school-wide implementation of Response to Intervention

RtI Tier One expectations for all teachers include: Providing clear daily objectives connected to long-term learning goals; reviewing what was taught the day before, connecting it to today's lesson, and previewing what will be taught tomorrow; teaching, modeling, and practicing student-owned literacy strategies; using research-based vocabulary and fluency instruction; requiring students to actively engage in higher-level thinking.

The RtI model will be used to ensure the fidelity of SIP implementation. Through weekly classroom walkthroughs, progress monitoring, and data review, struggling students will be identified and strategies will be implemented to increase achievement. (Domains 1-4) | Administration Guidance Department Problem Solving Team Curriculum Team

Individual Teachers | Weekly classroom walkthroughs

Biweekly review of relevant assessments and/or attendance records) | DA Assessments

Pinnacle Gradebook and Attendance Data

Monthly grade level meetings to discuss academic/behavioral issues regarding common students. |
| 4 | Teacher reluctance to incorporate readng, writing and critical thinking activities in all subject areas. | Integrate reading, writing and critical thinking strategies in all subject areas (core and non-core). | Administration Curriculum Team

CCSS Leadership Team | Weekly classroom walk-throughs during which the use of literacy strategies is observed on stage and off stage.

Monthly review department chairpersons meetings where implementation and effectiveness will be discussed. Adjustments will be made as needed. | Classroom Walk-throughs Lesson plans Student produced work |
| 5 | Teachers are not comfortable with, or have yet to have training, in the development of rubric scoring devices aligned with the standards | Teachers will develop scoring rubrics that are aligned with the standards with the assistance of Kelly Conway from the district office, and others at our school who are accustomed to using these types of assessment tools. | Administration Curriculum Team

Kelly Conway, District Office | Each quarter, teachers will provide administration with a lesson and documents showing they are using a rubric, instead of percentage grading, to assess student learning in regards to the standards. | Lesson Plans Administrators' Observations Student Produced Work |
| 6 | Students know how to use a reading strategy when guided through instruction but have not internalized the use of reading strategies to develop content mastery. | Teachers will use core and supplemental materials for literacy instruction in multiple curriculum areas. These materials will enable instruction on student-owned literacy strategies (prediction, clarification,summarization, | Administration

Curriculum Team | Weekly Classroom Walk-throughs

Monthly review of student-owned literacy strategies in faculty meetings to showcase and discuss ideas for | Classroom Instruction Lesson Plans |

		making connections, evaluation, question-asking, and visualization) (Domain 1).		implementation	
7	Students are not being exposed to instruction that is rigorous enough for the Common Core Standards.	Common Core Standards instruction will begin to be implemented by all teachers. Standards will be assessed through the use of common, project-based assessments(two per quarter) (Domain 1; Domain 4).	Administration Curriculum Team Department Chairpersons Classroom Teachers	Student samples of each of the common assessments will be reviewed each quarter	Administrators' Observations Student Samples
8	Need to develop time and activities to celebrate student success in regard to mastery of CCSS standards.	Develop a calender with events to celebrate student success and to communicate with parents regarding how well their child is doing in relation to the standards.	Administrative Team	Feedback from students and parents.	Calendar with events. Feedback from parents and students.
9	Need to increase student achievement on both the Algebra and Geometry EOC exams.	Provide remediation and acceleration opportunities during PRIDE time that will focus on student mastery of standards. Also, incorporate the use of computer programs to support instruction.	Administrative Team Classroom Teachers	Lesson plans Quarterly assessment results Charts used to track student mastery	Lesson plans. Teacher and Administrators' observations.

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

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

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

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

in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Administrators Ell Teacher	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration ELL Teacher	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessements and FCAT results Progress monitoring of weekly data using graphs/trend lines.

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:	N/A

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Math Teachers	Classroom Walkthrough	VSET Observations Domain 3

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.

				Target Dates	

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Assist teachers with aligning CCSS with NGSSS and SSS.	Math Department in grades 9-12	Administration Math Chairperson	All Math teachers,as well as teachers in other departments so they can incorporate mathematics activies into their lessons.	Begin in early-August Conclude in May,2013	Classroom Walk-throughs Department Chair Meetings Faculty Meetings	Administration Department Chairpersons.

Mathematics Budget:

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Increase the percent of students scoring at Levels 4, 5, and 6 on the FAA science exam by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (2)
Problem-Solving Process to Increase Student Achievement	

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Not all instruction has been consistently aligned to the NGSSS access points Lack of targeted curriculum for science	ASAP Science (Accessing Science through the Access Points)	Administration ESE Team	ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments FAA
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Administration Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Maintain the percent of students scoring at or above Level 7 on the FAA science exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	100% (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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	70% of students will pass the Biology End-of-Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data - 1st year of Biology EOC	Expected Level of Performance: 70% Passing 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	Time needed and teacher reluctance to unpack the Common Core Standards and aligning them with the NGSSS/SSS	Provide time for teachers to become accustom to the CCSS, develop scoring rubrics aligned with the standards, and assist students/parents with tracking student progress toward meeting those standards.	Administration Curriculum Team Classroom Teachers	Early Release Wednesday Professional Development sessions will be used to determine effectiveness of the strategy	Meetings with department chairpersons and individual teachers to see how well they are adjusting to the shift from NGSS and SSS to CCSS.
2	Lack of time and individual attention for all students to attain proficiency during regular classroom periods	Pine Ridge Interventions, Development and Enrichment (PRIDE) period during school day for re-teaching, retesting, and individualized interventions	Administration Curriculum Team Classroom Teachers	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams and other forms of summative assessments
3	RtI strategies are not implemented with enough consistency. Consequently, some struggling students are never identified as being in need of assistance.	Consistent, school-wide implementation of Response to Intervention RtI Tier One expectations for all teachers include: Providing clear daily objectives connected to long-term learning goals; reviewing what was taught the day before, connecting it to today's lesson, and previewing what will be taught tomorrow; teaching, modeling, and practicing student-owned literacy strategies; using research-based vocabulary and fluency instruction; requiring students to actively engage in higher-level thinking. The RtI model will be used	Administration Guidance Department Problem Solving Team Curriculum Team Individual Teachers	Weekly classroom walkthroughs Biweekly review of relevant assessments and/or attendance records)	DA Assessments Pinnacle Gradebook and Attendance Data Monthly grade level meetings to discuss academic/behavioral issues regarding common students.

			to ensure the fidelity of SIP implementation. Through weekly classroom walkthroughs, progress monitoring, and data review, struggling students will be identified and strategies will be implemented to increase achievement. (Domains 1-4)			
	4	PLC strategies are not implemented with enough consistency.	Core PLCs: PLCs will meet for core subject areas (English I, English II, World History and AP Human Geography, Reading, Biology, Algebra I, and Geometry). Core instruction: PLCs will design and implement instruction as planned in their Curriculum Maps, while incorporating CCSS. Teacher teams will plan instruction, teach lessons, assess student understanding, analyze test data, create interventions for remediation and enrichment needs to use during PRIDE sessions, and revise instruction as needed to improve achievement for all learners. Teachers will use DA-SINI assessment reports in PLC meetings to make modifications, differentiate instruction, and provide interventions where necessary. Supplemental instruction: Students not meeting benchmarks will be assigned to receive additional instruction in small groups as coordinated by PLCs. PLCs will also identify struggling students for PST referral and help one another to implement academic and behavioral interventions as recommended by the RTI team in order to increase student achievement for all AYP subgroups.	Administration Department Chairpersons Oversight for Core PLCs— Kathy Zeringue to organize their efforts and support (Domains 1-4)	PLC teachers will administer DA-SINI Assessments to all students in Language Arts, Biology, Algebra I, Geometry and Grades 9-12 Reading three times each year. Teachers will use common assessments to monitor student understanding of benchmarks and meet biweekly to determine students in need of interventions.	DA-SINI Assessments EOC Assessments FCAT Review of other student data such as attendance, referrals, etc.
	5	Teacher reluctance to incorporate readng, writing and critical thinking activities in all subject areas.	Integrate reading, writing and critical thinking strategies in all subject areas (core and non-core).	Administration Curriculum Team CCSS Leadership Team	Weekly classroom walk-throughs during which the use of literacy strategies is observed on stage and off stage. Monthly review department chairpersons meetings where implementation and effectiveness will be discussed.	Classroom Walk-throughs Lesson plans Student produced work

				Adjustments will be made as needed.	
6	Teachers are not comfortable with, or have yet to have training, in the development of rubric scoring devices aligned with the standards	Teachers will develop scoring rubrics that are aligned with the standards with the assistance of Kelly Conway from the district office, and others at our school who are accustomed to using these types of assessment tools.	Administration Curriculum Team Kelly Conway, District Office	Each quarter, teachers will provide administration with a lesson and documents showing they are using a rubric, instead of percentage grading, to assess student learning in regards to the standards.	Lesson Plans Administrators' Observations Student Produced Work
7	Students know how to use a reading strategy when guided through instruction but have not internalized the use of reading strategies to develop content mastery.	Teachers will use core and supplemental materials for literacy instruction in multiple curriculum areas. These materials will enable instruction on student-owned literacy strategies (prediction, clarification,summarization, making connections, evaluation, question-asking, and visualization) (Domain 1).	Administration Curriculum Team	Weekly Classroom Walk-throughs Monthly review of student-owned literacy strategies in faculty meetings to showcase and discuss ideas for implementation	Classroom Instruction Lesson Plans
8	Students are not being exposed to instruction that is rigorous enough for the Common Core Standards.	Common Core Standards instruction will begin to be implemented by all teachers. Standards will be assessed through the use of common, project-based assessments(two per quarter) (Domain 1; Domain 4).	Administration Curriculum Team Department Chairpersons Classroom Teachers	Student samples of each of the common assessments will be reviewed each quarter	Administrators' Observations Student Samples
9	Need for more rigorous coursework in science courses	Continue to imporove AP Environmental Science Course	Assistant Principal of Curriculum, Science Department Chair Environmental Science Teachers	Past AP assessments will be administered monthly and student performance reviewed	AP Scores
10	Need for more engaging instruction in science courses to prepare students for Biology EOC assessments	Six science field trips for students in Biology (Component 3c)	Assistant Principal of Curriculum, Science Department Chair	Science chair will review sample lab assessments resulting from field trips	Biology EOC assessment scores
11	Need to develop time and activities to celebrate student success in regard to mastery of CCSS standards.	Develop a calender with events to celebrate student success and to communicate with parents regarding how well their child is doing in relation to the standards.	Administrative Team	Feedback from students and parents.	Calendar with events. Feedback from parents and students.

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

N/A	n/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Participate in all Project IBIS workshops to allow opportunity for real-life application and extension of skills	Administration Science PLCs Science Department Chair	Monitor usage and implementation of Clickers Teacher Data	VSET Evaluation Domain 3

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
Provide PD for Biology teachers in how to incorporate the CCSS into their standards based grading activities; along with rigorous reading and writing activities.	Biology teachers	Administration	All teachers, in every subject area will participation. This is because we can use biology text in every subject area.	Begin in mid-August and complete in May, 2013.	Classroom walkthroughs Student formative and summative data	Administration Science Chairperson

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring FCAT Level 3.0 or higher on the Writing FCAT will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (298)	81%

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	Some literacy strategies implemented in the beginning of the year are not consistently carried out throughout the year in all classrooms.	Literacy professional development for core teachers: Academic coaches will coordinate and/or provide professional development and coaching throughout the year on the effective use of literacy, vocabulary, and writing strategies. Research-based vocabulary and fluency instruction will be used school-wide. (Domain 1; Domain 4)	Administration and Curriculum Team	Weekly classroom walk-throughs during which the use of literacy strategies is observed on stage and off stage.	Classroom Walk-throughs Lesson plans
	Teachers who do not teach Language Arts are not as comfortable evaluating student writing. Language Arts teachers need assistance in helping more students reach the 4.0 and higher level.	Core instruction in Reading, Language Arts, Math, Science—literacy: PLCs will design and implement Reading and Writing instruction to support Curriculum Maps as planned in accordance with the district writing calendar.	Curriculum Team	Each quarter, every teacher will have students respond to at least one writing prompt.	Writing Samples

2	Students need to receive consistent practice with writing in all subjects.	Literacy and writing strategies will be incorporated in all content areas, through the use of student-owned literacy strategies and the Schaffer Writing Model. Curriculum coaches will provide follow-up training and modeling for teachers. Jane Schaffer training will be provided for new teachers and follow-up training will be provided for core teachers. Teachers will continue and refine implementation of the Schaffer writing model to ensure consistent school-wide expectations about writing. (Domain 1; Domain 4)			
3	Students are not being exposed to instruction that is rigorous enough for the coming Common Core Standards.	Common Core Standards instruction will begin with Language Arts teachers. Core standards will be assessed through the use of common, project-based assessments (two per quarter) (Domain 1; Domain 4).	Assistant Principal of Curriculum	Student samples of each of the common assessments will be reviewed each quarter	Student Samples

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:	Maintain the percent of students scoring a 4 or higher on the FAA writing exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative	Unique Reports FAA Scores

		provided by program specialists		observation tools	

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
Provide PD that emphasizes rigorous writing activities in every subject area.	All subjects in grades 9 - 12.	Administration English Department	All teachers in every subject and grade level	Begin in mid-August and complete in May, 2013	Classroom walkthroughs Student Samples	Administration

Writing Budget:

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

End of Writing Goals

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:	

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time needed and teacher reluctance to unpack the Common Core Standards and aligning them with the NGSSS/SSS	Provide time for teachers to become accustom to the CCSS, develop scoring rubrics aligned with the standards, and assist students/parents with tracking student progress toward meeting those standards.	Administration Curriculum Team Classroom Teachers	Early Release Wednesday Professional Development sessions will be used to determine effectiveness of the strategy	Meetings with department chairspersons and individual teachers to see how well they are adjusting to the shift from NGSS and SSS to CCSS.
2	Lack of time and individual attention for all students to attain proficiency during regular classroom periods	Pine Ridge Interventions, Development and Enrichment (PRIDE) period during school day for re-teaching, retesting, and individualized interventions	Administration Curriculum Team Classroom Teachers	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams and other forms of summative assessments
3	RtI strategies are not implemented with enough consistency. Consequently, some struggling students are never identified as being in need of assistance.	Consistent, school-wide implementation of Response to Intervention RtI Tier One expectations for all teachers include: Providing clear daily objectives connected to long-term learning goals; reviewing what was taught the day before, connecting it to today's lesson, and previewing what will be taught tomorrow; teaching, modeling, and practicing student-owned literacy strategies; using research-based vocabulary and fluency instruction; requiring students to actively engage in higher-level thinking. The RtI model will be used to ensure the fidelity of SIP implementation. Through weekly classroom walkthroughs, progress monitoring, and data review, struggling students will be identified and strategies will be implemented to increase achievement. (Domains 1-4)	Administration Guidance Department Problem Solving Team Curriculum Team Individual Teachers	Weekly classroom walkthroughs Biweekly review of relevant assessments and/or attendance records)	DA Assessments Pinnacle Gradebook and Attendance Data Monthly grade level meetings to discuss academic/behavioral issues regarding common students.
	Teacher reluctance to incorporate readng, writing and critical thinking activities in all subject areas.	Integrate reading, writing and critical thinking strategies in all subject areas (core and non-core).	Administration Curriculum Team CCSS Leadership Team	Weekly classroom walk-throughs during which the use of literacy strategies is observed on stage and off stage.	Classroom Walk-throughs Lesson plans Student produced work

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4				Monthly review department chairpersons meetings where implementation and effectiveness will be discussed. Adjustments will be made as needed.	
5	Teachers are not comfortable with, or have yet to have training, in the development of rubric scoring devices aligned with the standards	Teachers will develop scoring rubrics that are aligned with the standards with the assistance of Kelly Conway from the district office, and others at our school who are accustomed to using these types of assessment tools.	Administration Curriculum Team Kelly Conway, District Office	Each quarter, teachers will provide administration with a lesson and documents showing they are using a rubric, instead of percentage grading, to assess student learning in regards to the standards.	Lesson Plans Administrators' Observations Student Produced Work
6	Students know how to use a reading strategy when guided through instruction but have not internalized the use of reading strategies to develop content mastery.	Teachers will use core and supplemental materials for literacy instruction in multiple curriculum areas. These materials will enable instruction on student-owned literacy strategies (prediction, clarification,summarization, making connections, evaluation, question-asking, and visualization) (Domain 1).	Administration Curriculum Team	Weekly Classroom Walk-throughs Monthly review of student-owned literacy strategies in faculty meetings to showcase and discuss ideas for implementation	Classroom Instruction Lesson Plans
7	Students are not being exposed to instruction that is rigorous enough for the Common Core Standards.	Common Core Standards instruction will begin to be implemented by all teachers. Standards will be assessed through the use of common, project-based assessments(two per quarter) (Domain 1; Domain 4).	Administration Curriculum Team Department Chairpersons Classroom Teachers	Student samples of each of the common assessments will be reviewed each quarter	Administrators' Observations Student Samples
8	Need to develop time and activities to celebrate student success in regard to mastery of CCSS standards.	Develop a calender with events to celebrate student success and to communicate with parents regarding how well their child is doing in relation to the standards.	Administrative Team	Feedback from students and parents.	Calendar with events. Feedback from parents and students.

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

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

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

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
Engage US History Teachers in incorporating CCSS aligned with the NGSSS and SSS. And, infusing rigorous reading and writing activities into each lesson, along with critical thinking skills.	US History Teachers	Administration	All teachers in every grade and subject area will partiicipate. That will allow them to use US History text when appropriate in thier classrooms.	Begin in mid-August and complete in May, 2013	Classroom walkthroughs Student produced work	Administration

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:	The attendance rate will increase by 1% in 2012-2013. The number of excessive absences and tardies will decrease by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.43%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Current number of excessive absences: 444	Expected Number of excessive absences: 422
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Current number of students with 10 or more tardies: 1,054	Expected number of students with 10 or more tardies: 1,001

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are missing school without being identified for interventions.	Monitoring by Second Period "Investment Class" teachers Teachers will continue monitoring the attendance, behavior, and academic progress of students in their second period classes. Teachers will inform the PST chair about students who need counseling or administrative assistance due to more than 5 days of absences. Teachers will use the online Pinnacle Grade and Attendance Book. Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school. (Domains 1,2,4)	PST Chair	Student attendance will be monitored each grading period.	Attendance Reports
2	Not all parents are familiar with school intervention resources.	Parent involvement liaisons and PST chair will coordinate forces to communicate available resources to parents through Connect Ed, website, and individual follow-up. (Domain 4)	Parent involvement liaisons PST Chair	Each quarter, liaisons will share number of parent contacts made.	Parent contact log
	Inconsistent	Clearly communicate	Classroom	Analysis of tardy data	Crosspoint and

3	enforcement of tardy policy.	and enforce school policy: 1st tardy is a warning 2nd tardy is parent contact 3rd tardy is thirty minute detention 4th tardy is referral to guidance/administration	teachers Guidance Counselor House Leader(s)	quarterly	Pinnacle generated reports
4	Guidance Department does not have sufficient time to pull weekly attendance reports.	The Data Assistant Principal will develop a schedule when reports can be accessed and reviewed.	Data Assistant Principal Guidance Director	Attendance data will be shared with parents, staff and administration. PST document 6A will be completed when necessary as well as a Social Worker referral.	Data Assistant Principal will review the quarterly attendance reports.

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
Train teachers on how to report and communicate with parents regard student tardies and/or absences.	All teachers in every grade and subject area	Administration Guidance Social Worker	All teachers in every subject and grade level.	Mid-September	Guidance department will review attendance records on a weekly basis	Data Assistant Principal

Attendance Budget:

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

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

Technology

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

Professional Development

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

Other

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

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:	Pine Ridge High School does not tolerate drugs or violance. For the other offences that may result in an in-school or out-of-school suspension, we will decrease that by 10% in school year 2012-13.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Number of in-school suspensions in 2012: 239	Expected number of in-school suspensions in 2013: 215
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Number of students suspended in school in 2012: 166	Expected number of students suspended in-school in 2013: 149
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Number of Out-of-School suspensions in 2012: 460	Expected number of out-of-school suspensions in 2013: 414
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Number of students suspended out-of-school in 2012: 272	Expected number of students suspended out-of-school in 2013: 245

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are displaying misbehavior without being identified for interventions.	Monitoring by Second Period "Investment Class" teachers Teachers will continue monitoring the attendance, behavior, and academic progress of students in their second period classes. Teachers will inform the PST chair about students who need counseling or administrative assistance due to more than 5 days of absences. Teachers will use the online Pinnacle Grade and Attendance Book.	PST Chair	Student discipline reports will be monitored each grading period.	Cross Pointe discipline reports

		Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school. (Domains 1,2,4)			
2	Students with behavioral issues need someone who can act as a bridge to bring parents and school officials together to foster student success.	Continue to fund position of Parent involvement student advocate to help carry out behavioral strategies of SIP. (Domain 4)	Parent involvement student advocate Principal	Each quarter, number of discipline referrals will be analyzed.	Cross Pointe discipline reports

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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.*	The percentage of students who drop out of school will decrease in the 2012 school year by .1%. The NCLB graduation rate will increase by 3%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.9%	0.8%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
78% (NCLB)	81% (NCLB)

| | Problem-Solving Process to Increase Student Achievement | | | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are missing school without being identified for interventions.	Monitoring by Second Period "Investment Class" teachers Teachers will continue monitoring the attendance, behavior, and academic progress of students in their second period classes. Teachers will inform the PST chair about students who need counseling or administrative assistance due to more than 5 days of absences. Teachers will use the online Pinnacle Grade and Attendance Book. Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school. (Domains 1,2,4)	PST Chair	Student attendance will be monitored each grading period.	Attendance Reports
2	Not all parents are familiar with school intervention resources.	Parent involvement liaisons and PST chair will coordinate forces to communicate available resources to parents through Connect Ed, website, and individual follow-up. (Domain 4)	Parent involvement liaisons PST Chair	Each quarter, liaisons will share number of parent contacts made.	Parent contact log
	Students with	Continue to fund	Parent	Each quarter, number	Cross Pointe

3	behavioral issues need someone who can act as a bridge to bring parents and school officials together to foster student success.	position of Parent involvement student advocate to help carry out behavioral strategies of SIP. (Domain 4)	involvement student advocate Principal	of discipline referrals will be analyzed.	discipline reports
4	Students who have not earned credits need extra time to remediate failed courses.	Continue to fund APEX learning lab, with an afterschool period for students who need extended time. If funds become available.	Parent liaison PST Chair	Each quarter, the number of credits earned will be analyzed, along with new students needing to take advantage of APEX.	APEX reports

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
Work with teachers to identify students who may be at risk of dropping out.	All grade levels and subject areas.	Guidance Department Social Worker	All teachers and administrators	Mid-September	Guidance department will pull reports regarding students who may possibly drop out due to attendance or poor grades.	Administration Guidance Department

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parents/students participating in the Pine Ridge High School Advisory Council will increase by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
An average of 14 parents/students attended SAC meetings on a regular basis in 2011-2012.	An average of 15 parents/students will attend SAC meetings on a regular basis in 2011-2012.

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	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

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
Provide training and information for parents on how to participate in successful parent/teacher conferences	Provide documents and/or training opportunities.	School Advisory Council (if allocated funds from the state).	$1,000.00
Provide parents with information on how to assist their child with homework, time management and other skills that will help them be successful at school.	Provide documents and/or training opportunities.	School Advisory Council (if allocated funds from the state).	$700.00
Provide a Parent Advocate who will assist parents/guardians with concerns or questions they may have regarding their child's	Parente Advocate	District	$3,097.45

academic progress or other items.			
			Subtotal: $4,797.45

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: $4,797.45

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

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

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the percent of our academies that will receive a silver or gold star rating. Likewise, increase the percent of studens participating in the Industry Certification Exams by 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	Lack of knowledge of specific programs Time	Participate in school-based academy visits. Write integrated curriculum projects. Participate in Academy Director PLCs	Administration Academy Director	Career Academy Wiki	Academy Evaluation
2	So program-rich that it is difficult to provide adequate support to all Lack of knowledge of specific programs Time	Utilize Industry Certification Exam data to support program area teachers in areas of need Participate in CTE Program PLCs Participate in virtual training provided by CTE department	Administration Academy Director	Monitor participation in CTE Program PLCs	Industry Certification 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
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Implement a remediation block (PRIDE) into our daily schedule.

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Implement a remediation block (PRIDE) into our daily schedule. Goal Implement a remediation block (PRIDE) into our daily schedule. Goal #1:	Our objective is to increase the percent of students who are meeting academic success. Students who are below level will be provided remediation, while those who are doing well will receive accelleration activities.
2012 Current level:	2013 Expected level:
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					
2	The population we serve makes it difficult to provide remediation/acceleration activities for students before and after school. Transportation and funds are major barriers.	Incorporate a forty-four minute intervention/acceleration period into daily schedule. Students will be able to migrate, with teacher permission, to those classes/subjects where they need the most assistance. On grade level students can be given acceleration events.	Administration Classroom Teachers	Feedback from students and teachers on how well the program is working to meet the needs of students.	Formative and summative data FCAT results Report Cards Classroom walkthroughs

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
Teachers will be taught how to access student						

| learning in relation to standards, and to select appropriate remediation and acceleration activities to meet the needs of students. | Grades 9-1 All subjects | Administration | School-wide | Begin in mid-August and complete in May, 2013 | Feedback from teachers in regards to how they are using the time to re-teach and re-test, or provide acceleration activities. | Administration Department Chairs All Teachers |

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 Implement a remediation block (PRIDE) into our daily schedule.

Goal(s)

Incorporate a forty-four minute intervention/acceleration period into daily schedule. Students will be able to migrate, with teacher permission, to those classes/subjects where they need the most assistance. On grade level students can be given acceleration events. Parents will be briefed on the benefits of this program and taught how they can better track their child's academic progress in relation to the standards. 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 Incorporate a forty-four minute intervention/acceleration period into daily schedule. Students will be able to migrate, with teacher permission, to those classes/subjects where they need the most assistance. On grade level students can be given acceleration events. Parents will be briefed on the benefits of this program and taught how they can better track their child's academic progress in relation to the standards. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Clubs to assist students who do not have access to expository reading materials	Purchase leveled text for student groups to read and discuss on a monthly basis.	SAC, FUTURES Inc., if available)	$2,000.00
Parent Involvement	Provide training and information for parents on how to participate in successful parent/teacher conferences	Provide documents and/or training opportunities.	School Advisory Council (if allocated funds from the state).	$1,000.00
Parent Involvement	Provide parents with information on how to assist their child with homework, time management and other skills that will help them be successful at school.	Provide documents and/or training opportunities.	School Advisory Council (if allocated funds from the state).	$700.00
Parent Involvement	Provide a Parent Advocate who will assist parents/guardians with concerns or questions they may have regarding their child's academic progress or other items.	Parente Advocate	District	$3,097.45
				Subtotal: $6,797.45
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $6,797.45

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.

View uploaded file (Uploaded on 9/25/2012)

School Advisory Council

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To be determined. We have yet to receive an amount or allocation from the state regarding our SAC budget for the current school year.	$0.00

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

---

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District PINE RIDGE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	70%	72%	38%	218	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	41%	73%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	39% (NO)	66% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					447	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Volusia School District PINE RIDGE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	69%	85%	41%	236	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	72%			116	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?	41% (NO)	59% (YES)			100	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					452	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested