FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PENSACOLA HIGH SCHOOL

District Name: Escambia

Principal: David M. Williams

SAC Chair: Michael Bass

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	David M. Williams	Masters in Educational Leadership Certifications: Business Ed 6-12 and Math 6-12	27	8.5	2011-2012 School Grade TBD, Reading Mastery 50%, Reading Learning Gains 60%, Lowest 25% Learning Gains in Reading 60%, Math Mastery 50%, High Standards In Writing 79%. 2010-2011 School Grade TBD, 51% met high standards in reading, 69% met high standards in math, 76% met high standards in writing, 50% met high standards in science, 50% made learning gains in reading, 76% made learning gains in math, 35% of the lowest 25% made learning gains in reading, 66% of the lowest 25% made learning gains in math, AYP Criteria met 77%, 2009-2010 School Grade B, 49% met high standards in reading, 68% met high standards in math, 81% met high standards in writing, 51% met high standards in science, 48% made learning gains in reading, 70% made learning gains in math, 37% of the lowest 25% made

					learning gains in reading, 61% of the lowest 25% made learning gains in math, AYP Criteria met 77%,
Assis Principal	Laura Touchstone	Masters in Educational Leadership Certifications: Reading K-12 and Elementary Education	1	1	2011-2012 School Grade TBD, Reading Mastery 50%, Reading Learning Gains 60%, Lowest 25% Learning Gains in Reading 60%, Math Mastery 50%, High Standards In Writing 79%.
Assis Principal	Alphonse Marsh	Specialist in Educational Leadership Certification: Middle School Integrated Curriculum 5-9			Newly Hired

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)
Literacy	Melissa Marsh	Masters degree in Reading	1	2	2011-2012 School Grade TBD, Reading Mastery 50%, Reading Learning Gains 60%, Lowest 25% Learning Gains in Reading 60%, Math Mastery 50%, High Standards In Writing 79%.

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	Hire Highly Effective Teachers	Administration	Ongoing	
2	Assign consulting teacher (CT) for first year teachers.	Principal and Assistant Principals	Ongoing	
3	Assign veteran teachers to experienced teachers new to the school worksite(mentors/buddy)	Assistant principal of Curriculum	Ongoing	
4	Utilize START teachers	Director of Staff Development	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of Field - 2 Less than Effective Rating - 1	Out of Field- This is a year option for the overflow of students in 2 electives Less than Effective Rating - sections to complete on PD 360, observe senior

		teachers in the same subject area eith on or off campus	

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
104	5.8%(6)	15.4%(16)	34.6%(36)	44.2%(46)	53.8%(56)	96.2%(100)	13.5%(14)	4.8%(5)	5.8%(6)

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
Melissa Marsh	Tricia Cooper	Ms. Marsh is the Literacy Coach and has 20 years teaching experience. All PHS mentors have completed the required coursework to mentor annual contract teachers	Common planning, department meetings, classroom walkthroughs, and modeling instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the director of Secondary Education
Barbara Haley	Patricia DuMond	Ms. Haley is an experienced mentor of previous foreign language teachers. She has 32 years teaching experience. All PHS mentors have completed the required coursework to mentor annual contract teachers	Common planning, department meetings, classroom walkthroughs, and modeling instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the director of Secondary Education
Elizabeth Haims	Kristen Walters	Ms. Haims has 14 years teaching experience and is a NBCT. All PHS mentors have completed the required coursework to mentor annual contract teachers	Common planning, department meetings, classroom walkthroughs, and modeling instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the director of Secondary Education
		Ms.	

Jannell Peteranecz	Emma Powers	Peteranecz has 8 years teaching experience. All PHS mentors have completed the required coursework to mentor annual contract teachers	Common planning, department meetings, classroom walkthroughs, and modeling instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the director of Secondary Education
John Alamany	Kimberly Teasley	Mr. Alamany is a senior member of the foreign language dept. He has 18 years teaching experience. All PHS mentors have completed the required coursework to mentor annual contract teachers	Common planning, department meetings, classroom walkthroughs, and modeling instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the director of Secondary Education
Kathy Reid	Adrienne Green	Mrs. Reid has 9 years teaching experience. All PHS mentors have completed the required coursework to mentor annual contract teachers	Common planning, department meetings, classroom walkthroughs, and modeling instruction. In addition, all annual contract teachers will be assisted by district level instructional coaches who are provided by the director of Secondary Education

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds will be spent on the following: prefessional servies, tutors, computer hardwware and software, substitutes, staff development, equipment, supplies and extended media center hours.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 11 Migrant students at Pensacola High School. We are providing the following services to these students: nutrition, curriculum assistance, and medical assistance.

Mr. Cang Pham, migrant counselor, assists students with successful integration into the student body.

Title I, Part D

Services to neglected and delinquent students are provided by various district- operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students,

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (in-service education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL center and we serve 64 children in grades 9-12.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the district Title I office. At Pensacola High School we have identified 15 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI Funds will be spent on the following: 1/3 salary for a Testing Coordinator, salary for an Attendance Clerk, supplies, and Saturday Student Improvement.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events and through school computer networks.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Services for adult education programs are offered by both school district and community programs. Pensacola State College also provides programs for adults over 16 years of age. A "Second Chance" program is also in place for juvenile offenders.

Career and Technical Education

Pensacola High School offers the following career and technical academies: Computer Aided Design Academy, Academy for Health Professions, Academy of Law and Public Service and International Trade and Logistics Academy. We also have dual enrollment with George Stone which offers students the opportunity for earning a state license as a nail technician.

Job Training

Pensacola High School offers OJT and DCT opportunities for students. The school district also has a Summer Youth Job Program where students are placed at schools in paid positions to receive job experience.

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessments of RtI skills of the staff and communicates with parents regarding school-based RtI plans and activities.

Traditional Education Teachers: provide information about the core instruction, participate in student data collection, deliver

Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions and integrate Tier I materials with Tier II/III Activities.

ESE Teachers: participate in the Tier process to provide support and offer strategies to the general education teacher.

Literacy Coach: identifies systematic patterns of students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

Technology Coordinator: Develops or brokers technology necessary to manage and display data: provides professional development and technical support to teachers and staff regarding data. Assists in program based instruction.

Student Services Personnel: Provides quality services and expertise on issues regarding assessment and intervention with individual students.

Leadership Team: analyzes data, develops Focus Calendars and devises strategies to teach reading and writing in all content areas.

School Wide Behavior Team: develops a School-Wide Behavior Management Plan. The team consists of the following representatives: administration, teacher, parent, student, dean and guidance.

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?

Progress Monitoring Plans (PMP's) are created for individual students in Reading and Math. School leaders ensure completion of online progress monitoring forms. Teachers of identified students ensure that strategies noted on progress monitoring plans are carried out. Progress in each class is noted in online PMP forms at the end of each nine weeks.

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 following sub-committees of the RtI team are responsible for the development and implementation of the school improvement plan: School Wide Behavior Team - behavior management goals, Leadership Team - reading, math, science, writing goals, and parent involvement, Ninth Grade Transition Team - oversees the ninth grade academy and EOC team-Strategies to improve EOC exam scores.

MTSS Implementation

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

Baseline Data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Test (FCAT 2.0)
Progress Monitoring: District Level Basline Assessment for Reading
Midyear: FAIR
End of Year: FAIR, FCAT, EOC

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Professional Development activities will be provided through in-service and on-line resources.

Describe the plan to support MTSS.

Step 1 - Initial Evaluation- teacher observation form is completed and a meeting takes place with the teacher, school social worker and parent.
Step 2 - A committee meets to review the data (includes guidance counselor input) then decisions are made for intervention and/or accommodations.
Step 3 – Teachers, deans and administration is made aware of the plan which is reviewed periodically for changes if needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Marilyn Alexander - CTE Teacher
> Peggy Arnold - ESE Teacher
> Jane Cunningham - ESOL Teacher
> Elizabeth Haims - Social Studies
> Jannell Peteranecz - Language Arts
> Jerry Robbins - IB
> Kim Yonker - Media Specialist
> Shauna Paedea - Math
> Dawn Parnell - Science
> Melissa Marsh - Literacy Coach
> Laura Touchstone - Administration

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

> The leadership team attends workshops provided by the school district. The leadership team meets 2 weeks before school starts in order to go over data and determine strengths and weaknesses. Professional development calendars are made to provide the training needed to address our weaknesses. Staff development takes place every other week (per dept.) where the Literacy Coach trains the subject areas in Common Core strategies. The following week the PLC groups meet in the following areas: Planning and Preparation, Classroom Environment, Professional Responsibilities, and Instruction.

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

> Introduce the Common Core Standards and Comprehensive Instructional Sequence and/or close reading to all subject areas.

Public School Choice

> Supplemental Educational Services (SES) Notification
> View uploaded file (Uploaded on 10/29/2012)

*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.

> Not 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.

> Reading is our number one priority at Pensacola High School; therefore we have developed the following plan to teach reading strategies in all the content areas:Professional learning communities meet to collaborate and work together to develop a culture of engaged learners, provide ongoing professional development, deconstruct standards from various content areas, mesh them together, determine cognitive demand and develop instructional plans, and use the comprehension Instruction Sequence/close reading across the curriculum with the goal of one close reading of complex text per month/per course.

*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: Career Research and Decision Making, Art, Business, Technology, Health

Services, Music, OJT, Student Government, Dual Enrollment, Advanced Placement and IB. Many of these courses focus on job skills and offer student internships.

PHS offers the following career/technical programs: Legal Administrative Specialist, Digital Design, Web Design Services and Early Childhood Education. Students have the opportunity to earn certification in Nursing Assistant, Allied Health Assisting and a state license in Nail Technology. Web design, drafting and legal students have the opportunity to acquire Microsoft certification. Learning opportunities within the core academic classes ensure that topics are presented in ways that are motivating and relevant to real-world situations. Vocational and mathematics teachers have attended training to infuse more math rigor into vocational studies. Ninth grade students in academies are taught by English, Science and Career Tech. teachers who meet together to integrate academic and vocational instruction.

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

Guidance counselors meet one-on-one with students to determine career interests and help choose courses to support that path.Teachers help the students with academic and career planning as well. Representatives from various colleges and other career groups (military) provide onsite informational career assistance. Students are encouraged to attend several college fairs both on and off site throughout the year. Students also attend Gulf Power's BEAM and PSC's Medical career based field trips as well as others.

Describe the courses that are offered to students outside the core and required curriculum.
In addition to the previous listed elective and career technical programs, PHS offers the following additional programs of study; International Baccalaureate, Academy for Health Professions, Academy of Law and Public Service, Computer Aided Design Academy, International Trade and Logistics Academy and Nail Academy.

How are students encouraged to select these classes?
Academy teachers go to middle schools and recruit students. Career/Curriculum fairs are held at the district office and our campus for students and their parents. Middle school students are allowed to visit our campus in order to shadow a student in their particular area of interest.

How do students select elective courses?
After the Career/Curriculum Fairs are completed students choose their classes for next year. Students meet one-on-one with a guidance counselor to decide what classes will be taken.

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

Pensacola High School targets seniors who are predicted to have difficulty with the college entrance placement test in mathematics by placing those students in a "Math for College Success" class.

Pensacola High School targets seniors who are predicted to have difficulty with the college entrance placement test in English by placing those students in a College Prep English IV class.

Pensacola High School students can utilize Compass Learning for grade recovery and initial credit in various core and elective classes. Students may also take classes from Florida Virtual School.

Pensacola High School will offer a Test Prep class in the spring to assist students who need to improve standardized test scores for college admission.

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:	Increase the percentage of students achieving level three in reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
At the end of the 2011-12 school year, 50% (223) 9th grade students scored at acheivement level three in reading. At the end of the 2011-12 school year, 46% (175) 10th grade students scored at acheivement level three in reading.	At the end of the 2012-13 school year, 51% of 9th grade students will score at acheivement level three in reading. At the end of the 2012-13 school year, 47% of 10th grade students will score at acheivement level three in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student awareness of their academic strengths and weaknesses</td><td>Teachers will conference regularly with students regarding test data and classroom progress</td><td>Administration Literacy Coach Reading Teachers Content Area Teachers</td><td>Reading teachers will log FAIR /FCAT data chats with students</td><td>Teacher data notebooks FAIR Assessment Reports</td></tr>
<tr><td>2</td><td>Unpredictable performance of FCAT level 2 and low 3 students</td><td>Full year Reading for 9th grade students scoring below 239 scale score. Full year Content Area Reading for 10th grade students scoring below 239. All content area teachers will be knowledgeable of student reading data. Identify students who previously scored a 3 on the FCAT for additional chats.</td><td>Admin Guidance Literacy Coach</td><td>Compare FAIR Assess. 1 and 2 data of level 2/low 3 students Review gains earned on FCAT 2.0 Reading</td><td>FAIR Assessment Reports FCAT 2.0 Reading Gains Report</td></tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

<table>
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</table>

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the percentage of students achieving at or above level four in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At the end of the 2011-12 school year, 35%(156) of 9th grade students scored at or above achievement level four in reading. At the end of the 2011-12 school year, 31%(118) of 10th grade students scored at or above achievement level four in reading.	At the end of the 2012-13 school year, 38% of 9th grade students will score at or above achievement level four in reading. At the end of the 2012-13 school year, 32% of 10th grade students will score at or above achievement level four in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not previously engaged in challenging reading experiences.	Raise the rigor of instruction across the curriculum. Implement close reading and the comprehension instructional sequence across the curriculum.	Literacy Coach Admin Teachers	Review: Professional Learning Community notes Lesson Plans Classroom Walk-through data	FCAT 2.0 Reading 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:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
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	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percentage of students making learning gains in reading.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	At the end of the 2011-12 school year, 60% (496) of students made learning gains in reading.	At the end of the 2012-13 school year, 61% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School data trends indicate lower performing students are not making adequate learning gains.	Implement use of the Comprehension Instructional Sequence in all classrooms. Implement Close Reads in all classrooms.	Administration Literacy Coach Teachers	Comparison of 2012-vs. 2013 FCAT 2.0 Reading Scores	FCAT 2.0 Reading Test
2	Content area teachers are challenged by students not able to read grade level textbooks.	Provide professional development opportunities to teachers to assist them in designing close read and Comprehension Instructional Sequence lessons.	Literacy Coach	Review lesson plans and classroom walk-through data.	Lesson Plans Classroom Walk Through tool

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:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
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	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the number of students in the lowest 25 percentile who making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At the end of the 2011-12 school year, 60% (496) of students in the lowest 25 percentile made learning gains in reading.	63% of students in the lowest 25 percentile will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High number of level 1 and 2 incoming 9th grade students.	Create a ninth grade academy to assist teachers in monitoring progress of students across the curriculum. All 9th grade students scoring below a 217 scale score are placed in a 100 minute reading class.	Guidance, Administration, Literacy Coach and Teachers	Compare FAIR assessments 1 and 3, Compare 2012 v. 2013 FCAT 2.0 Reading scores	FAIR FCAT 2.0 Reading
2	High number of Level 1 and Level 2 10th grade students.	10th grade students scoring below 221 scale score are placed in a year long 50 minute reading class.	Guidance, Administration, Literacy Coach and Teachers	Compare FAIR assessments 1 and 3, Compare 2012 v. 2013 FCAT 2.0 Reading scores	FAIR FCAT 2.0 Reading
3	Level 1 and 2 students are challenged by grade level content area material and thereby do not spend enough minutes reading daily.	Implement the use of the Comprehension Instructional Sequence and Close Reads as a way of integrating literacy and content area material	Administration Literacy Coach Teachers	Review Lesson Plans Compare FAIR assessments 1 and 3, Compare 2012 v. 2013 FCAT 2.0 Reading scores	FAIR FCAT 2.0 Reading

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 #
	Pensacola High School will reduce the proficiency achievement gap by 50% by the year 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	61	66	71	

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:	Increase the number of black, Hispanic and white students making Annual Measureable Objective(AMO) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups not making AMO targets in Reading for 2012 are as follows: Black 23% - AMO 30% Hispanic 44% - AMO 51% White 81% - AMO 85%	Student subgroups that will make AMO targets in reading for 2013 are as follows: Black-37% Hispanic - 55% White - 87%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	School data trends indicate of lower performing students, African Americans are making the least gains.	Provide professional development regarding establishing a culture of learning in classrooms with particular attention	Administration Guidance Professional Learning Communities	Compare subgroup data from 2012 FCAT 2.0 Reading v. 2013 data.	FCAT 2.0 Reading

	1		to awareness of unintentional biases. Create a Career Research and Decision Making class for ninth graders to promote strategies of success.			

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:	Increase the number of ELL students making Annual Measureable Objective(AMO)in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 8% of ELL students made AMO target in Reading. The AMO target for 2012 was 18%	In 2013 the ELL target in reading will be 25%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Students enter high school with varying levels of language proficiency	Enroll students in Developmental ESOL Courses as needed. Educate content area teachers on strategies for ELL students.	Guidance ESOL Dept. Chair	Compare FAIR assessment data between periods 1 and 3	FAIR FCAT 2.0 Reading Gains

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:	Increase the number of students with Disabilities (SWD) making Annual Measureable Objective(AMO) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 16% of SWD students made AMO target in Reading. The AMO target for 2012 was 19%.	In 2013, the SWD target in reading will be 27%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are entering high school unprepared.	Transition team assistance with acclimating students to high school. Learning Strategies classes Co-teaching	ESE Dept. Chair, Transition Team, Intervention Specialists, Guidance and Administration	Teachers will analyze assessment data to determine individual strengths and weaknesses. Differentiated instruction strategies will be used, based on the data.	FCAT 2.0
	Limited help beyond the	Instructing parents how	Admin.	Sign-in Sheets	Sign-in Sheets

2	school day	to help their student at our "Parent Literacy Night".	

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the number of Economically Disadvantaged Students making Annual Measureable Objective(AMO)in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 31% of Economically Disadvantaged students made AMO in Reading. The AMO target for 2012 was 35%.	In 2013, the Economically Disadvantaged Student target in reading will be 41%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Teachers are challenged with the use of data for differentiated instruction.	Utilize data to drive instruction in whole and small groups to meet the needs of the individual student.	Administration Literacy Coach	Teachers will analyze assessment data to determine individual strengths and weaknesses. Differentiated instruction strategies will be used, based on the data.	Lesson Plans, Classroom Walk-Through Checklist, & Student Work Samples
2	Limited help beyond the school day	Instructing parents how to help their student at our "Parent Literacy Night".	Admin.	Sign-in Sheets	Sign-in Sheets

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
PLC Topics: Planning and preparation Classroom Environment Instruction Assessment Communicating with stakeholders	All	Shauna Paedae Melanie Gibbs Andrea Cain James Brewer John Alemany Jennell Peteranecz Jerry Robbins Literacy Coach	All Faculty	Twice monthly	Review PLC meeting notes	Administration Literacy Coach
Close Reading Complex Text Using the Comprehension Instructional Sequence to scaffold literacy	Language Arts, Reading, Science, Social Studies 9-12	Literacy Coach	School-wide	There will be 4 sessions before and after school in September, October 19 Teacher Planning Day	Year-long ongoing teacher conferences	Administration Literacy Coach

instruction.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Materials	Supplies	Title 1	$4,000.00
			Subtotal: $4,000.00
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
Presentation: Understanding the Psychology of the Black Male	Consultant	Title 1	$1,500.00
Off-site Training and Workshops	Travel and Registration Fees	Title 1	$3,000.00
On-site Training	Printing Supplies	Title 1	$355.00
			Subtotal: $4,855.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI	$11,024.00
Academic Coach dedicated to improving reading scores	Literacy Coach	Title 1	$6,927.00
			Subtotal: $17,951.00
			Grand Total: $26,806.00

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:	The proficiency rate based on CELLA testing for the listening/speaking portion will increase by 2% in 2013.

2012 Current Percent of Students Proficient in listening/speaking:

At Pensacola High School 38 of 60 (63%) students who were tested on the 2012 CELLA were 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	Use of spoken English outside of class is limited	Classroom groupings: in ESOL classes	ESOL teachers and classroom teachers	Increased percentage of students showing proficiency on	CELLA

| | | | | standardized tests. Pre and Post Tests | |

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:	The proficiency rate based on CELLA testing for the reading portion will increase by 2% in 2013.

2012 Current Percent of Students Proficient in reading:

At Pensacola High School 12 of 60 (20%) students who were tested on the 2012 CELLA were 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	Sufficient reading practice	Students required to complete reading assignments with varying structures and purposes in all classes: ESOL Reading Class	Classroom Teachers ESOL Teachers	Increased percentage of students showing proficiency on standardized tests. FAIR: Pre versus Post Tests	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	The profiency rate based on CELLA testing for the writing portion will increase by 2% in 2013.

2012 Current Percent of Students Proficient in writing:

At Pensacola High School 16 of 60 (27%) students who were tested on the 2012 CELLA were 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	Students need sufficient writing practice	Students required to complete written assignments with varying parameters and structures in all classes: ESOL Writing Class	Classroom Teachers ESOL Teachers	Increased percentage of students showing proficiency on standardized tests. Pre and Post Tests	CELLA

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:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
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	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
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	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	N/A	N/A	N/A	N/A	N/A

High School Mathematics AMO Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase the number of black, and hispanic students making Annual Measureable Objective(AMO)in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups not making AMO target in math for 2012 are as follows: Black 44% - AMO 51% Hispanic 56% - AMO 58%	Student subgroups that will make AMO in math for 2013 are as follows: Black-55% Hispanic - 62%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Retention for knowledge	Mini Assessments: weekly, bi -weekly	Classroom Teachers	Results of Formative and Summative Assessments	Mini Assessments, SAE, EOC
2	Prerequisite knowledge	Intensive Math and Algebra 1-A pull out tutoring	School Administration & Dept. Chairs	District SAE/ Formative and Summative Assessments	Class Grades, SAE's
3	Reading ability for word problems	Close reading activities with word problems	Teachers and Literacy Coach	Formative Assessments of using word problems	SAE and EOC
4	Lack of testing skills	Using a nine weeks test using EOC type questions	Teachers	Summative and Formative Evaluation	EOC. Class Tests, SAE

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

		Objective(AMO)in Math will meet or exceed the AMO target.
Mathematics Goal #5C:		
2012 Current Level of Performance:		2013 Expected Level of Performance:
In 2012 64% of ELL students made AMO target in Math. The AMO target for 2012 was 41%		In 2013 the ELL AMO target in math will be 47%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention for knowledge	Mini Assessments: weekly, bi -weekly	Classroom Teachers	Results of Formative and Summative Assessments	Mini Assessments, SAE, EOC
2	Prerequisite knowledge	Intensive Math and Algebra 1-A pull out tutoring	School Administration & Dept. Chairs	District SAE/ Formative and Summative Assessments	Class Grades, SAE's
3	Reading ability for word problems	Close reading activities with word problems	Teachers and Literacy Coach	Formative Assessments of using word problems	SAE and EOC
4	Lack of testing skills	Using a nine weeks test using EOC type questions	Teachers	Summative and Formative Evaluation	EOC. Class Tests, SAE

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase the number of Students with Disabilities (SWD) making Annual Measureable Objective(AMO)in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 26% of SWD students made AMO target in math. The AMO target for 2012 was 42%.	In 2013, the SWD target in math will be 48%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention for knowledge	Mini Assessments: weekly, bi -weekly	Classroom Teachers	Results of Formative and Summative Assessments	Mini Assessments, SAE, EOC
2	Prerequisite knowledge	Intensive Math and Algebra 1-A pull out tutoring	School Administration & Dept. Chairs	District SAE/ Formative and Summative Assessments	Class Grades, SAE's
3	Reading ability for word problems	Close reading activities with word problems	Teachers and Literacy Coach	Formative Assessments of using word problems	SAE and EOC
4	Lack of testing skills	Using a nine weeks test using EOC type questions	Teachers	Summative and Formative Evaluation	EOC. Class Tests, SAE

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase the number of Economically Disadvantaged Students making Annual Measureable Objective(AMO)in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 51% of Economically Disadvantaged students made AMO target in Math. The AMO target for 2012 was 55%	In 2013, the SWD target in math will be 59%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention for knowledge	Mini Assessments: weekly, bi -weekly	Classroom Teachers	Results of Formative and Summative Assessments	Mini Assessments, SAE, EOC
2	Prerequisite knowledge	Intensive Math and Algebra 1-A pull out tutoring	School Administration & Dept. Chairs	District SAE/ Formative and Summative Assessments	Class Grades, SAE's
3	Reading ability for word problems	Close reading activities with word problems	Teachers and Literacy Coach	Formative Assessments of using word problems	SAE and EOC
4	Lack of testing skills	Using a nine weeks test using EOC type questions	Teachers	Summative and Formative Evaluation	EOC. Class Tests, SAE

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Pensacola High School will increase the percentage of students scoring level three on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At the end of the 2011-12 school year, 50% (199) students scored acheivement level three or higher on the Algebra I EOC.	At the end of the 2012-13 school year, 51% of students will score acheivement level three or higher on the Algebra I EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retention of knowledge	Mini Assessments: weekly, bi-weekly	Classroom Teachers	Results of Formative and Summative Assessments	Mini Assessments, SAE, EOC
2	Prerequisite knowledge	Intensive Math and Algebra 1-A pull out tutoring	School Administration & Dept. Chairs	District SAE/ Formative and Summative Assessments	Class Grades, SAE's
3	Reading ability for word problems	Close reading activities with word problems	Teachers and Literacy Coach	Formative Assessments of using word problems	SAE and EOC
4	Lack of testing skills	Using a nine weeks test using EOC type questions	Teachers	Summative and Formative Evaluation	EOC. Class Tests, SAE

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:	Pensacola High School will increase the percentage of students scoring level four or higher on the Algebra I EOC.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	At the end of the 2011-12 school year, 21% (53) students scored achievement level four or higher on the Algebra I EOC.	At the end of the 2011-12 school year, 24% of students will score achievement level four or higher on the Algebra I EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inappropriate placing of students	Better use of FCAT results, teacher recommendations, middle school grades	Guidance, School Administration, Dept. Chair	Student success in classes	FCAT, Report Cards, SAE
2	Poor communication with stakeholders	Use of FOCUS and parent conferences	Classroom Teacher, Guidance, IB Coordinator	Documented use of FOCUS, and parent conferences	FOCUS, Email
3	Student level of expectation	Emphasize higher level of expectations	Classroom Teachers, IB Coordinator	Test questions, assign special projects	EOC
4	Level of difficulty of material	Use of higher order questions, more challenging questions	Classroom Teachers	Appropriate choice of test questions, NGSSS book, EOC preparation	EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Pensacola High School will increase the percentage of students scoring in the upper third level of the Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At the end of the 2011-12 school year, 67% (179) of students scored in the upper third level of the Geometry EOC exam.	At the end of the 2012-13 school year, 68% of students will score in the upper third level of the Geometry EOC exam.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to retain pre-requisite skills	Daily incorporation of pre-requisite skill	Teacher	EOC Assessments with unit assessments throughout the year	Comparison of 2012 vs. 2013 Geometry EOC data
2	Attendance	Communication with parents, guidance and administration	Teacher, Guidance Counselors & Administration	Monitoring attendance patterns in FOCUS	Comparison of 2012 vs. 2013 Geometry EOC data
	Lack of student	Collaborating with	Teacher	EOC assessments with	Comparison of

3	motivation	colleges to share ideas and activities		unit assessments throughout the year	2012 vs.2013 Geometry EOC data
4	Failure to see the value of independent focused homework	Collaborating with other members of the Professional learning Community to share ideas for motivating students	Teacher	Percent of homework completed	Comparison of 2012 vs. 2013 Geometry EOC data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Achievement Levels (1-5) will be released in 2013. Currently only lower third, middle third and upper third data are available.
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	N/A	N/A	N/A	N/A	N/A

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC Algebra	All algebra teachers	Bill Hundemer	All Algebra 1 Teachers, Dept. Chair, 10th Grade Guidance Counselor	Biweekly Meetings	Attendance, Agendas, and Meeting Notes	Mrs. Touchstone Assistant Principal of Curriculum
Common Core	All math teachers	Jim Bobbitt	All Math teachers	Biweekly Meetings	Attendance, Agendas, and Meeting Notes	Mrs. Touchstone Assistant Principal of Curriculum
Geometry EOC PLC	Geometry	Melanie Gibbs	Geometry Teachers	Meeting every other week	Attendance, Agendas, and Meeting Notes	Mrs. Touchstone Assistant Principal of Curriculum

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelarated Math	Computer Based Individual Instruction	Title 1	$1,000.00
			Subtotal: $1,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Computer Lab	Tables, Chairs, Printers	Title 1	$10,000.00
			Subtotal: $10,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Off-site Training and Workshops	Travel and Registration Fees	Title 1	$3,000.00
On-site Training	Supplies	Title 1	$355.00
Presentation: Understanding the Psychology of the Black Male	Consultant	Title 1	$1,500.00
			Subtotal: $4,855.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI	$11,023.50
Academic Coach dedicated to improving math scores	Literacy Coach	Title 1	$6,927.00
			Subtotal: $17,950.50
			Grand Total: $33,805.50

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:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
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	N/A	N/A	N/A	N/A	N/A

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:	Pensacola High School will increase the percentage of students scoring in the upper third level of the Biology EOC exam. Achievement Levels (1-5) will be released in 2013. Currently only lower third, middle third and upper third data are available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At the end of the 2011-12 school year, 41% (170) of students scored in the upper third level of the Biology EOC exam.	At the end of the 2012-13 school year, 44% of students will score in the upper third level of the Biology EOC exam.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The attention span of students during the 90 minute block period	Shorter lessons on the benchmarks with multiple activities	Teacher	EOC Assessment with Unit Assessment	Comparison of 2012 versus 2013 Biology EOC Exam
2	Low level readers	Students have been scheduled together with a teacher who is CARPD Trained.	Teacher	EOC Assessment and Unit Tests	Comparison of 2012 versus 2013 Biology EOC Exam
3	Volume of new vocabulary	Multiple activities to reinforce the same vocabulary	Teacher	EOC Assessment and Unit Tests	Comparison of 2012 versus 2013 Biology EOC Exam
4	Attendance	Contact parents after the third absence during a nine weeks grading period.	Teacher and Guidance	Percentage of increased attendance	Comparison of 2012 versus 2013 Biology EOC Exam

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:	Achievement Levels (1-5) will be released in 2013. Currently only lower third, middle third and upper third data are available.
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	N/A	N/A	N/A	N/A	N/A

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
EOC Biology	All Biology Teachers	Cherie Chrisco	All Biology I Teachers and 10th Grade Guidance Counselor	Biweekly Meetings	Attendance Sheets and Agendas/Notes	Laura Touchstone

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
Off-site Training and Workshops	Travel and Registration Fees	Title 1	$3,000.00
On-site Training	Supplies	Title 1	$355.00
			Subtotal: $3,355.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI	$11,024.00
Academic Coach dedicated to improving science scores	Literacy Coach	Title 1	$6,927.00
			Subtotal: $17,951.00
			Grand Total: $21,306.00

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 achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At the end of the 2011-12 school year, 79% (307) of students scored at achievement level 3.0 and higher in writing.	At the end of the 2012-13 school year, 82% of students will score at achievement level 3.0 and higher in writing.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Time to share lessons and training</td><td>Provide differentiated instruction for students with emphasis on expository and persuasive writing using "Step Up to Writing" in English classes</td><td>English Curriculum Supervisor, Administration, Dept. Chair</td><td>Admin. walk-throughs & Review Lesson Plans</td><td>Florida Writes and Escambia Writes</td></tr>
<tr><td>2</td><td>Time for Professional Development</td><td>Continue to provide in-service to give teachers tools to include writing in everyday curriculum.</td><td>PLC's, Dept Chair and Administration</td><td>Review Lesson Plans</td><td>Florida Writes and Escambia Writes</td></tr>
<tr><td>3</td><td>Time to share ideas across content and grade levels</td><td>Continue to build research writing skills across grade levels and curricula</td><td>Literacy Team, English Dept. & Chair, Administration</td><td>Admin. Walk-through & Lesson Plan Review</td><td>Florida Writes and Escambia Writes</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Pensacola High School has only 3 students who take the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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
Professional Learning Communities Curriculum Development Group	9-12 Teachers	Peteranecz and Group Members	School-wide & All Grade Levels	Biweekly Meetings	Attendance, Agendas, and Meeting Notes	Mrs. Touchstone Assistant Principal of Curriculum
Kagen Training	9-12 English and Reading	Jannell Peteranecz and Hope Green	All English and Reading Teachers	October	Share Anecdotal Evidence & Lesson Plans	Mrs. Touchstone Assistant Principal of Curriculum

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
Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI, Title 1 and Advanced Placement	$11,024.00
Academic Coach dedicated to improving science scores	Literacy Coach	Title 1, SAI and Advanced Placement	$6,927.00
			Subtotal: $17,951.00
			Grand Total: $17,951.00

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:	Pensacola High School social studies department is working closely with district and state efforts for preparation of this upcomming assessment. At the time of this writing US History end of course examination will release baseline date in 2013.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Pensacola High School social studies department is working closely with district and state efforts for preparation of this upcomming assessment. At the time of this writing US History end of course examination will release baseline date in 2013.
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	N/A	N/A	N/A	N/A	N/A

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

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

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

U.S. History Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			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 average daily attendance rate will increase by 1%. The number of students with 10 or more absences will decrease by 1%. The number of students with 10 or more tardies will decrease by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 - The average daily attendance rate was 92.7%	The average daily attendance rate will be 93.7%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 - 796 students had 10 or more absences.	788 students will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 - 320 students had 10 or more tardies.	317 students will have 10 or more tardies.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Control Over Attendance	Proactive Communication with	Assist. Prin. A. Marsh	Discipline Report	Discipline Report

		parents Utilize the Visiting Teacher Utilize the Child Study Team (CSA)		School-wide behavior Team Monthly Data reports	
1					

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
	The total number of in-school suspensions will decrease by 1%.

1. Suspension	The total number of students suspended in-school will decrease by 1%.
Suspension Goal #1:	The total number of out-of-school suspensions will decrease by 1%.
	The total number of students suspended out-of-school will decrease by 1%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 - The total number of in-school suspensions was 729	The total number of in-school suspensions will be less than 723.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 - The total number of students suspended in-school was 397	The total number of students suspended in-school will be less than 394.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 - The number of out-of-school suspensions was 821	The number of out-of-school suspensions will be less than 814.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2012 - The total number of students suspended out-of-school was 352	The total number of students suspended out-of-school will be less than 349.

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	Changes in the districts adjudication guidelines	Utilize Saturday Student Improvement as an intervention for ISS Training teachers to improve classroom management Utilize ISS as an intervention for OSS	Asst. Prin. A. Marsh Deans Intervention Specialists Classroom Teachers	ISS and OSS data	School-wide Discipline Report

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
Implement a						

Professional learning Community for Classroom Management	9-12	Jerry Robinson	school-wide	meeting will begin in Sept. and meet every other week.	Agendas, sign-in sheets, minutes and teacher evaluations	Administration

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
Saturday Student Improvement instead of suspension	Teachers to supervise Saturday Student Improvement	SAI	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $2,500.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The dropout rate will decrease .01%. The graduation rate will increase by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Dropout rate information is unavailable 2011 Dropout rate was 2.3% 2010 Drop out rate was 1.7%	Dropout rate will be 2.2%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
2012 Graduation rate information is unavailable 2011 Graduation rate was 80% 2010 Graduation rate was 78%	The grauation rate will increase to 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	Students need help setting academic goals.	Implement a Career Research and Decision Making Class Commit to Graduate Campaign	Guidance and Classroom Teachers	Data Reports	Dropout and Graduation Data
2	How graduation and dropout rates are calculated	Data Power Team Training	Laura Touchstone Assistant Principal	Data Reports	Dropout and Graduation Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Class of 2016 Academy	9th Grade	James Brewer	9th Grade English, Reading, Math and Science Teachers	Biweekly	Sign-in Sheets, Agendas, Minutes	Laura Touchstone and Lisa Marsh

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
Career and College Readiness Parent Nights (4)	Refreshments, Handouts, Speakers	Title 1	$2,356.00
			Subtotal: $2,356.00
			Grand Total: $2,356.00

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.*	Increase academically focused parent activities by one.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2011-2012 school year PHS provided 9 academically focused parent activities. The activities were: 9th Grade Orientation, Open House, Curriculum Fair, School-wide Literacy Night (2), IB 101, IB Orientation and IB Open House, College 101.	During the 2012-2013 school year PHS will provide 10 academically focused parent activities.

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	Communication to Targeted Parents	Title 1 Parent Night	PTSA	Sign-in Sheets	Sign-in Sheet

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
PLC to focus on Professional Responsibilities one aspect being communicating with families	All teachers and guidance counselors	Andrea Cain and Andrew Rehwinkle	School-wide	Bi-weekly meetings	Agendas, sign-in sheets, meeting notes	Laura Touchstone Assistant Principal of Curriculum

Parent Involvement Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Career and College Readiness Parent Nights (4)	Refreshments, Handouts, Speakers	Title 1	$2,356.00
			Subtotal: $2,356.00
			Grand Total: $2,356.00

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:	100% of 9th grade science students are expected to complete a STEM project.

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 materials and resources	Purchase Materials	Science Chair and science teachers	Student Projects	Rubric
2	Lack of accesss to technology	Keep the Media Center open for an extra hour after school four days a week.	Media Specialist	Student Projects	Rubric

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
EOC Biology	9th Grade Science Teachers	Cherie Chrisco and Heather Dean	9th grade science teachers	Biweekly meetings	Unit Plans	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
9th grade projects	Supplies	Title 1	$500.00
			Subtotal: $500.00
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
Extended Media Center Hours	Funds to keep the media center open an extra 1 hour 4 days a week for after school tutoring and technology access.	Title 1	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $3,000.00

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:	100% of CTE teachers will be trained to implement Common Core Strategies.

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 taken from instruction for training	District and onsite training for CTE teachers in Common Core Standards	CTE Teachers, Asssitant Principal of Curriculum and Workforce Education	Unit Plans and Classroom Walk-throughs	FCAT 2.0 Math and Science EOCs and CTE Certificates

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	CTE Teachers	Literacy Coach and Workforce Education	Joel Cotton, Gary Cowart, Marilyn Alexander, Charlotte Lucas, Cecilia Essary, Andrew Rehwinkle, Carol Thomas	October and Ongoing	Unit Plans	Administration

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)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Materials	Supplies	Title 1	$4,000.00
Mathematics	Accelarated Math	Computer Based Individual Instruction	Title 1	$1,000.00
STEM	9th grade projects	Supplies	Title 1	$500.00
				Subtotal: $5,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Computer Lab	Tables, Chairs, Printers	Title 1	$10,000.00
				Subtotal: $10,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Presentation: Understanding the Psychology of the Black Male	Consultant	Title 1	$1,500.00
Reading	Off-site Training and Workshops	Travel and Registration Fees	Title 1	$3,000.00
Reading	On-site Training	Printing Supplies	Title 1	$355.00
Mathematics	Off-site Training and Workshops	Travel and Registration Fees	Title 1	$3,000.00
Mathematics	On-site Training	Supplies	Title 1	$355.00
Mathematics	Presentation: Understanding the Psychology of the Black Male	Consultant	Title 1	$1,500.00
Science	Off-site Training and Workshops	Travel and Registration Fees	Title 1	$3,000.00
Science	On-site Training	Supplies	Title 1	$355.00
				Subtotal: $13,065.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI	$11,024.00
Reading	Academic Coach dedicated to improving reading scores	Literacy Coach	Title 1	$6,927.00
Mathematics	Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI	$11,023.50
Mathematics	Academic Coach dedicated to improving math scores	Literacy Coach	Title 1	$6,927.00
Science	Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI	$11,024.00
Science	Academic Coach dedicated to improving science scores	Literacy Coach	Title 1	$6,927.00
Writing	Guidance Counselor dedicated to academic testing	Testing Coordinator	SAI, Title 1 and Advanced Placement	$11,024.00
Writing	Academic Coach dedicated to improving science scores	Literacy Coach	Title 1, SAI and Advanced Placement	$6,927.00
Suspension	Saturday Student Improvement instead of suspension	Teachers to supervise Saturday Student Improvement	SAI	$2,500.00
Dropout Prevention	Career and College Readiness Parent Nights (4)	Refreshments, Handouts, Speakers	Title 1	$2,356.00

Parent Involvement	Career and College Readiness Parent Nights (4)	Refreshments, Handouts, Speakers	Title 1	$2,356.00
STEM	Extended Media Center Hours	Funds to keep the media center open an extra 1 hour 4 days a week for after school tutoring and technology access.	Title 1	$2,500.00
			Subtotal:	$81,515.50
			Grand Total:	$110,080.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌡∩ Priority	⌡∩ Focus	⌡∩ Prevent	⌡∩ NA

Are you a reward school: ⌡∩ Yes ⌡∩ No

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

No Attachment (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

Renaming the Law Academy to "The Sarah J. Ussery Academy of Law and Public Service" in honor of teacher Sarah J. Ussery,
Implementing School Uniforms
Continuing the Band Instrument Drive

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
PENSACOLA HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	69%	76%	50%	246	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	50%	76%			126	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?	35% (NO)	66% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					473	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District
PENSACOLA HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	68%	81%	51%	249	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	48%	70%			118	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?	37% (NO)	61% (YES)			98	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					465	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested