

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GAINESVILLE HIGH SCHOOL

District Name: Alachua

Principal: David Shelnutt

SAC Chair: Janine Plavac

Superintendent: Dr. W. Daniel Boyd

Date of School Board Approval: 12/4/12

Last Modified on: 11/8/2012

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	Mr. David Shelnutt	B. A., History, University of Florida; M. Ed., Social Studies Education, University of Florida; Ed.S., Educational Leadership, University of Florida. Certified in Social Studies Education and Educational Administration	1	8	2006 – 2007: School Grade: C; AYP not met. 2007 – 2008: School Grade: B; AYP not met. 2008 – 2009: School Grade: D; AYP not met 2009 - 2010: School Grade : D; AYP not met. 2010 - 2011: School Grade: B; AYP not met
Assis Principal	Mr. Darin Jones	B.A. in Exceptional Student Education, St. Thomas University; M.Ed. in Ed.	2	4	2009 - 2010: School Grade A; AYP not met 2010 - 2011: School Grade A; AYP not met

		Leadership, Nova University			
Assis Principal	Mr. William McElroy	B. A., Microbiology, University of Florida, MED, Science Education, University of Florida; Ed. S., Curriculum/Instruction, University of Florida Certified in Educational Leadership	5	10	2006 – 2007: School Grade: Excellent; AYP not met. 2007 – 2008: School Grade: B; AYP not met. 2008 – 2009: School Grade D; AYP not met. 2009 - 2010: School Grade: D; AYP not met. 2010 - 2011: School Grade: B; AYP not met
Assis Principal	Mrs. Kathleen Bice	B.A. in Special Education, College of St. Rose; M.A., Elementary Education, College of St. Rose; Certified in Educational Leadership by FL DOE	4	11	N.A. Was assistant principal in a special school in another state that did not issue grades or qualify for AYP 2010 - 2011: School Grade: B; AYP not met

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Pam Osteen	Degrees: B.A., English; M.S., Reading; M.S. English Education; Ph.D., Curriculum and Instruction Certifications: Reading; English 6 - 12	1	7	2006 – 2007: School Grade: A; AYP not met 2007 – 2008: School Grade: A; AYP not met 2008 – 2009: School Grade: A; AYP not met 2009 - 2010: School Grade: D; AYP not met 2010 - 2011: School Grade: B; AYP not met
Technology	Tammi Smith	Degrees: B.S., Elementary Education; M. Ed., Reading Education Elementary education; Reading; ESOL	2	2	2006 – 2007: School Grade: A; AYP not met 2007 – 2008: School Grade: A; AYP not met 2008 – 2009: School Grade: A; AYP not met 2009 - 2010: School grade: A; AYP not met 2010 - 2011: School grade: B; AYP not met

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	Gainesville High School participates in the Job Fair for Teachers organized by the district each year in the spring.	David Shelnett, Principal	Ongoing	
2	Gainesville High School, in cooperation with the College Board Partnership, provides opportunities for teachers to attend Advanced Placement Summer Institutes in order to become qualified to teach Advanced Placement courses.	David Shelnett, Principal Darin Jones, APA Bill McElroy, APC Kathleen Bice APSS	Ongoing	

3	The school district pays the testing fees for teachers who pass state certification exams in high demand academic areas. Specific teachers are encouraged to take tests if they are deemed capable of teaching in those areas.	David Shelnutt, Principal Everett Caudle, Director of Project 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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
102	4.9%(5)	19.6%(20)	26.5%(27)	52.0%(53)	53.9%(55)	99.0%(101)	11.8%(12)	3.9%(4)	11.8%(12)

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
Mike Scott	Amy Booms	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observation/feedback, modeling, assistance with Professional Development Plan, assistance with lesson plans.
Mike Scott	Francisco Santelli	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observational/feedback, modeling, assistance with Professional Development Plan, and assistance with lesson planning.
Mike Scott	Vinny Cassidy	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observational/feedback, modeling, assistance with Professional Development Plan, and assistance with lesson planning.
Mike Scott	Heather Mitsch	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observational/feedback, modeling, assistance with Professional Development Plan, and assistance with lesson planning.
Mike Scott	McArthur Shelton	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observational/feedback, modeling, assistance with Professional Development Plan, and assistance with lesson planning.

Mike Scott	Margaret Paxson	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observational/feedback, modeling, assistance with Professional Development Plan, and assistance with lesson planning.
Mike Scott	Clea Lauriaut	Assigned by district based upon Mr. Scott's expertise as an instructor.	Observational/feedback, modeling, assistance with Professional Development Plan, and assistance with lesson planning.

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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kathy Bice, Assistant Principal for Students Services: Oversees and guides the overall operation of the RtI team. Provides leadership to the team in using data for appropriate decision-making. Communicates with parents and faculty regarding the RtI process.

Ethel Campbell, Staffing Specialist: Provides expertise on laws pertaining to the assessment, placement, and services for existing and potential ESE students. Provides leadership in designing and implementing appropriate interventions for encountering difficulties in classes.

Natalie Brugman, Speech Therapist: Educates team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Barbara Brown, School Counselor: Provides expertise on the appropriate role of student services personnel in assessment and provision of services to students and parents. Provides or arranges for appropriate student services interventions for students.

Patty Andress, School Psychologist: Participates in the collection, analysis and interpretation of data. Helps to design and provide appropriate intervention strategies. Participates in the assessment process.

Terri Slattery, Exceptional Student Education Teacher: Collaborates and provides consultation services for regular classroom teachers. Helps design appropriate interventions for students. Incorporates core instructional strategies and curriculum into tier 3 instruction.

Kathy Bergeron, English Teacher: Provides information on core instruction and curriculum. Helps with assessment and data analysis. Helps provide tier 1 instruction and intervention. Assists other staff members provide tier 2 instruction.

Carolyn Ellis, Mathematics Teacher: Provides information on core instruction and curriculum. Helps with assessment and data analysis. Helps provide tier 1 instruction and intervention. Assists other staff members provide tier 2 instruction.

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?

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The purpose of the RtI team is to provide leadership in the school for using data to improve the overall performance of students in the school and to help individual students who are encountering difficulty in reaching their potential as students. The RtI team will meet at least monthly to review and analyze pertinent data. The team will use results of data analysis to recommend interventions to assist identified groups of students or individual students experiencing learning difficulties. The team will also advise the principal and the School Advisory Council on school-wide interventions that might facilitate improved learning among all students.

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

The RtI team will assist the principal in identifying need for changes in curriculum or instructional strategies within the school which might result in improved learning for all or identified groups of students. Recommendations from the RtI team will be presented to the School Advisory Council for possible inclusion in the School Improvement Plan.

MTSS Implementation

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

The RtI team will use data from the district's On Track assessment, the school's Continuous Improvement Model(CIM), annual FCAT scores, individual student assessment scores, and other data obtained through the district's Infinite Campus data base system in order to implement appropriate interventions and recommend school-wide changes to the principal and School Advisory Council..

Describe the plan to train staff on MTSS.

The Assistant Principal for Student Services will provide training to staff members regarding the purpose and functioning of the RtI team during a faculty meeting early in the fall semester. Pertinent information arising from the RtI team meetings will be shared with the staff at subsequent faculty meetings as deemed appropriate.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lisa Underwood, Reading Teacher
Rodney Estes, Social Studies Teacher
George Palmer, Social Studies Teacher
Phillip Knight, Math Teacher
Janet Gil, Spanish Teacher
Keith Watts, Science Teacher
Dawn Bekaert, Family Home and Consumer Teacher
Janine Plavac, Academy of Health Professions Teacher

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

The Literacy Team meets on a monthly basis. The team is charged with developing and implementing activities which promote literacy on a school-wide basis. The team develops a plan each year and submits it to the principal for approval. Literacy activities requiring funding are submitted to the School Advisory Council for approval and financial support.

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

1. Develop a literacy based Professional Development Plan that could be used by the entire faculty to promote literacy within the school.
2. Promote the use of peer observations by teachers at least once each semester.
3. Assist in the development of Peer Learning Communities focused on improving professional practice.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

As part of the School Improvement Plan, a committee of administrators and teachers developed an implementation plan to assure that the district reading calendar is implemented throughout the school. The implementation plan includes the following:

The reading coach conducts periodic staff development activities with teachers to provide expertise and strategies for incorporating literacy strategies into all subject areas. Teachers receive inservice points by providing evidence that literacy strategies are used in their classroom. Walk-through classroom visits by administrators are also used to encourage teachers to incorporate literacy strategies into their instructional practices.

Learning communities are formed to promote the use of literacy strategies throughout the school. Participation in learning communities is not mandatory, but is encouraged by providing inservice points for participating teachers.

*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?

All students are offered the opportunity to take applied courses as part of their high school curriculum. Students can select from courses in applied health professions, hospitality and tourism, food production, business education and computer technology. In 2010 - 2011, Gainesville High School added the Institute of Hospitality and Tourism to the curriculum to provide students with more career/technical education choices.

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?

All students select a high school major and review their selection on an annual basis. Students are encouraged to take as many courses in their major area as is feasible. Each year, counselors meet individually with all students to assist them with the selection of appropriate courses for their major and for post high school plans.

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](#)

The High School Feedback Report indicates that a large percentage of Gainesville High School graduates are required to take remedial courses upon entering college. To reduce the number of students needing remedial courses in college, Gainesville High School has developed a systematic approach to encouraging traditionally underrepresented groups of students to take more honors and Advanced Placement courses. Students with the potential to succeed in advanced courses are identified through PSAT testing and teacher recommendation. Counselors meet with these students to encourage them to take appropriate college prep courses. Two Critical Thinking Skills courses have been added to the curriculum to provide students with the skills and assistance needed to succeed in advanced college prep courses.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students demonstrating high achievement in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2012 FCAT, 53% (254) of freshmen and 43% (192) of sophomores scored a level 3 or higher.	On the Spring 2013 FCAT, 70% of freshmen and 70% of sophomores will score a level 3 or higher.

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 research-based instructional strategies used in the classroom	Professional Learning Communities, Lesson Study Groups, and peer teams to increase strategies used	Administration and teachers	Lesson plan monitoring and faculty participation	Lesson plans, assessment data, progress monitoring
2	None	A reading strategies notebook will be maintained by all teachers.	Principal; Assistant Principals; Reading Coach	Monitoring during teacher assessment meetings between teachers and administrators.	Reading strategies notebook
3	None	Teachers will be encouraged and awarded inservice points for participating in learning communities designed to increase literacy in the classroom.	Principal and Reading Coach	Attendance will be kept for all learning communities.	Attendance logs for learning communities.
4	Transportation problems could prevent some students from attending after school tutorials.	After school tutorials for students in grades 10 - 12 who have not yet passed the reading portion of the FCAT will be implemented.	Assistant Principal for Student Services	FCAT reading scores for those students attending the reading tutorials will be monitored	Reading scores from the fall and spring FCAT.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of alternate assessment students scoring at FCAT levels 4, 5, and 6 will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2012 reading section of the FCAT, 29% (139) of freshmen and 27% (121) of sophomores scored at levels 4 or 5.	On the Spring 2013 reading section of the FCAT, 30% of freshmen and sophomores will score at FCAT levels 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Use of student technology during all phases of instruction	Increase use and training of instructional technology for teachers	Administration and teachers	Lesson plan monitoring, assessment data, and PLC's	PDP's and lesson plans
2	None	Teachers will be encouraged to have reading objectives as part of their professional development plans	Principal; Assistant Principals	Monitoring of teachers' professional development plans	Professional development plans
3	None	All teachers will maintain a literacy strategies notebook.	Principal; Assistant Principals; Reading Coach	Monitoring of notebooks during teacher assessment meetings between teachers and administrators.	Literacy strategies notebook

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:	Ther percentage of students scoring at FCAT levels 4 or 5 will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2011 reading section of the FCAT, 29% (139) of freshmen and 27% (121) of sophmores scored at levels 4 or 5.	On th Spring 2012 reading section of the FCAT, 30% of freshmen and sophmores will score at FCAT levels 4 or 5.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited direct instruction of content area vocabulary	Increase use of vocabulary across all disciplines	Administration and teachers	Lesson plan monitoring and assessment data	Lesson Plans
2	None	Teachers will be encouraged to have reading objectives as part of their professional development plans	Principal; Assistant Principals	Monitoring of teachers' professional development plans	Professional development plans
3	None	All teachers will maintain a literacy strategies notebook.	Principal; Assistant Principals; Reading Coach	Monitoring of notebooks during teacher assessment meetings between teachers and administrators.	Literacy strategies notebook

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students in ninth and tenth grades demonstrating adequate gains in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2012 FCAT, 63 of students in ninth and tenth grades demonstrated one year's growth in reading.	A minimum of 65% of ninth and tenth grade students taking the Spring 2012 FCAT will demonstrate at least one years growth 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	Limited use of instructional strategies	Train teachers to increase use of Infinite Campus, PCG Lesson Planner, Edline web system	Administration and teachers	Progress monitoring data and lesson plan review	Lesson plans
2	None	Teachers in all subject areas will use literacy strategies in their classes on a regular basis.	Principal, Assistant Principals, Reading coach	Frequent administrative walk-through observations will be used to determine degree of teacher use of literacy strategies. Gain scores on the 2013 FCAT will be used to determine degree of student reading growth.	Reading growth will be determined by monitoring the DSS gains on the reading section of the 2013 FCAT.
3	None	Students who scored at a level 1 or 2 on their most recent FCAT reading test will be assigned to a remedial reading class or be assigned to at least one teacher who is reading endorsed.	Assistant Principal for Curriculum	Gain scores on the 2013 FCAT will be used to determine degree of student reading growth.	Reading growth will be determined by monitoring the DSS gains on the reading section of the 2013 FCAT.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase the students making gains on alternate assessment in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% of alternate assessment students made gains in reading	85% of students will make learning gains on alternate

in 2012.	assessment.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students scoring in the lowest 25% who demonstrate at least one years growth in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the the 2012 Spring FCAT. 59%) of the students in the lowest quartile demonstrated at least one years growth in reading.	On the Spring 2013 FCAT, a minimum of 60% of students in the lowest quartile will demonstrate at least one years growth 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	Support for individual struggling students	Mentoring program of teachers and staff members; Check and connect program (district)	Administration and teachers	Progress monitoring data	Assessment Data
2	None	Students in the lowest quartile will be exposed to literacy strategies in all of their classes.	Principal, Assistant Principals, Reading Coach	Frequent walk-through observations will be used to determine the degree to which literacy strategies are being used in classrooms. Reading growth scores will be determined by monitoring the 2011 Spring FCAT scores.	Gain scores on the DSS of the 2013 FCAT will be used to determine the reading growth of ninth and tenth grade students.
3	None	Students scoring in the lowest quartile in reading will be assigned to remedial classes using a researched-based reading program.	Principal, Assistant Principal for Curriculum	Frequent monitoring using the FAIR test and in class tests will be used to monitor students reading growth. In addition scores on the 2012 Spring FCAT will be monitored to determine yearly growth.	The DSS scores on the reading section of the 2013 FCAT will be used to determine the yearly growth of students enrolled in remedial reading classes.
4	Transportation issues may prevent some students from staying after school for tutorials.	After school tutorials for students in grades 10 - 12 will be offered.	Assistant Principal for Student Services	Reading FCAT scores of students participating in the tutorials will be monitored.	The DSS scores on the reading section of the 2013 FCAT will be used to determine the yearly growth of students participating in the reading tutorials.

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 # Decrease the achievement gap each year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	63%	66%	70%	74%	

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:	The percentage of students in identified racial/ethnic groups demonstrating proficiency in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2011 FCAT 27% of black students, 52% of Hispanic students, and 54% scored at a level 3 or above in reading.	On the Spring 2013 FCAT, 80 % of black, Hispanic, and multiracial/ethnic students will score at a level 3 or above 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	Support for struggling learners	Mentoring programs to provide support (adult volunteers and GHS employees); District Check and Connect Program	Administration, teachers, staff, and mentors	Assessment data	Progress monitoring and report cards
2	Students in some of the racial/ethnic subgroups, particularly Hispanic, do not speak English fluently. It is difficult to improve reading scores on the FCAT for students who are not proficient in the English language.	Students will be exposed to literacy strategies in all classes.	Principal, Assistant Principals, and Reading Coach.	Frequent walk-through observations will be used to determine the degree to which literacy strategies are being used. Scores on the 2012 FCAT will be monitored to determine students' performance levels.	The percentage of students in identified racial/ethnic groups scoring at a level of 3 or higher on the Spring 2013 FCAT will be monitored.
3	Students in some of these racial ethnic groups lack transportation which would allow them to participate in after school tutorials.	Students will be offered after school tutorials designed to improve their performance on the reading portion of the FCAT.	Assistant Principal for Student Services	Reading FCAT scores will be monitored.	Reading FCAT scores for students in identified racial ethnic groups will be used to determine the effectiveness of the tutorials.

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:	The percentage of students classified as English Language Learners (ELL) demonstrating proficiency in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the Spring 2012 FCAT, 40% ELL students scored at a	A minimum of 80% of ELL students taking the Spring 2013

level 3 or above in reading.			FCAT will score at a level of 3 or above 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	ELL students typically have severe English language deficits. Improving reading skills for students who are not English proficient is difficult.	ELL students will be scheduled for one or more ELL language arts classes to assist with language and reading skills.	Assistant Principal for Curriculum and ESOL Lead Teacher, Louise Yariv.	Students' progress will be assessed throughout the year using the FAIR test. In addition, 2012 Spring FCAT results will be monitored.	Results from the 2013 FCAT will be monitored to determine the percent of ELL students scoring at a level 3 or above in reading.
2	Transportation issues could prevent students from attending after school tutorials.	Students will be offered after school tutorials designed to help them improve their performance on the reading portion of the FCAT.	Assistant Principal for Student Services	Students scores on the 2012 FCAT reading test will be monitored.	The FCAT reading performance of students participating in the tutorials will be used to determine the effectiveness of the tutorials.

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:	The percentage of students with disabilities demonstrating proficiency in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2010 FCAT, 27% of students with disabilities scored at a level 3 or above in reading.	On the 2013 FCAT, 80% of students with disabilities will score at a level 3 or above 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 with learning disabilities often have difficulty with reading.	Students with disabilities will be enrolled in regular language arts classes which are co-taught by teachers with expertise and certification in English and Exceptional Student Education.	Principal, Assistant Principal for Curriculum, and Assistant Principal for Student Services.	Reading progress will be monitored throughout the year using the FAIR test. Final progress will be determined using the reading section of the 2012 FCAT.	Results from the 2013 FCAT will be used to determine the success of this objective.
2	Transportation issues may prevent some students from attending after school tutorials.	After school tutorials will be offered designed to help students improve their performance on the reading portion of the FCAT.	Assistant Principal for Student Services	FCAT reading scores will be monitored.	The 2013 FCAT reading scores of students participating in the tutorial will be used to determine the effectiveness of the tutorials.

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:	The percentage of economically disadvantaged students demonstrating proficiency in reading will increase.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the 2012 FCAT, 34% of economically disadvantaged students scored at a level 3 or above in reading.		On the 2013 FCAT, 80% of economically disadvantaged students will score at a level 3 or above 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	None	Literacy strategies designed to improve students' reading skills will be used in all classes.	Principal, Assistant Principals, and Reading Coach.	Frequent walk-through observations will be used to determine the degree to which literacy strategies are being used. Results from the reading section of the 2011 FCAT will be used to determine the reading progress of economically disadvantaged students.	Results from the 2012 FCAT will be used to determine the success of this objective.
2	Transportation issues may prevent some of these students from staying for after school tutorials. This issue is especially pertinent for students coming from a low SES background.	After school tutorials will be offered designed to help students improve their performance on the reading portion of the FCAT.	Assistant Principal for Student Services	Reading FCAT scores will be monitored.	The 2013 reading FCAT scores for those students participating in the tutorials will be used to determine the effectiveness of the tutorials.

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
Literacy Strategies for All Subject Areas	Grades 9 - 12; All subjects	Reading Coach	Teachers	Teachers will participate in learning communities designed to increase the use and effectiveness of literacy strategies in the classroom. The learning communities will meet at least once per month with dates and times to be determined by participants.	Planned observation by Reading Coach; Walk-through observations by administrators	Principal; Assistant Principals; Reading Coach
Reading and test taking strategies in order to implement after school reading tutorials for students.	Grades 10 - 12.	Reading Coach and Assistant Principal for Student Services	Selected teachers.	Teachers will meet during September and February to plan effective tutorials for students. Dates and times of meeting to be determined by participants.	Effectiveness of the tutorials will be determined by monitoring the reading FCAT scores of students participating in the tutorials.	Assistant Principal for Student Services.
Lesson Study activities	All teachers	Principal	All teachers	Spring	Teachers must complete lesson study protocols for administrative review	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring in reading	Salary and fringe benefits (materials and supplies as well) for teachers to plan and hold reading tutoring sessions	School Improvement Funds	\$2,300.00
			Subtotal: \$2,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Add technology in classroom for daily student and teacher use	Addition of EPSON Interactive Whiteboards to reading and language arts classrooms	District Funding	\$5,000.00
			Subtotal: \$5,000.00
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
One-on-one meetings with reading teacher and students to discuss progress monitoring data	Payment for substitute teachers for three reading teachers for a few days	School Improvement Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$7,800.00

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.		61% are proficient in listening/speaking			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
70% of ELL students will score proficient in the Listening/Speaking portion of the CELLA.					
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	Varied levels of English proficiency among ELL students	Utilize research-based instructional strategies in the classroom to help ELL students with language acquisition.	Administration	Administrators will evaluate lesson plans and observe during walk-throughs.	CELLA

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:		61% of ELL students were proficient in Reading.			
2012 Current Percent of Students Proficient in reading:					
70% of ELL students will score proficient in the Reading portion of the CELLA.					
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	Limited resources for students to receive small group or one-on-one instruction.	Employ use of interns and volunteers in ESOL program	Administration, teachers, and volunteers	Administration will review lesson plans and assist with volunteer recruitment.	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:		61% of ELL students were proficient in writing.			
2012 Current Percent of Students Proficient in writing:					
70% of ELL students will be proficient in writing.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources for students to receive small group instruction.	Employ the use of interns and volunteers to assist ELL students in ESOL program.	Administration, teachers, and volunteers	Administrations will review lesson plans, observe in classrooms, and help recruit volunteers for ELL students	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:	Increase the number of alternate assessment students scoring levels 4, 5, and 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of alternate assessment scored level 4, 5, and 6 in math in 2012	60% of alternate assessment students scoring level 4, 5, and 6 on the 2013 test.

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		Provide support via co-teach settings and access to math tutoring	Administration and math teachers	Progress monitoring data	EOC

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the percentage of math students scoring level 7 on alternate assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% scored level 7 in 2012.	20% scoring level 7 in 2013.

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		Continue to provide additional math support via co-teach settings and after school tutoring	Administration and math teachers	Progress monitoring data	EOC

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Increase the number of students making gains on alternate assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61% of students made learning gains on alternate assessment.			70% of students will make learning gains on alternate assessment.		
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	Improving student math skills	Co-teach settings and access to after school math tutoring programs	Administration and teachers	Progress monitoring data	FCAT

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 #					
	Reduce the achievement gap and increase math scores for all students.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	67%	70%	73%	77%	

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:	Percentage of students in identified racial or ethnic groups performing at high level in mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of African-American students and 54% of hispanic students did not make satisfactory progress.	70% of all racial groups will make AYP.

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	Support for struggling learners	Mentoring programs to provide support (adult volunteers and GHS employees); District Check and Connect Program	Administration, teachers, staff, and mentors	Assessment data	Progress monitoring and report cards
2		All teachers teaching Algebra 1 will use the CIMs model to assess and improve student performance.	Administration and teachers	CIMs data is monitored throughout the year	Algebra EOC and CIMs data
3		Students from traditionally under-represented racial/ethnic groups will be identified	Administration	Number of under-represented minorities will be monitored to increase enrollment in more	Grades in honors and AP courses

		and encouraged to enroll in honors and AP courses.		challenging courses.	
4		Develop and implement summer math camps and EOC reviews for struggling math students.	Administration and guidance office	Grades, credits and EOC scores will be monitored.	Number of students who pass the EOC in summer and who are better prepared for the following school year.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase the percentage of ELL students making progress in Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of ELL students did not make satisfactory progress in Algebra.	50% of ELL will make satisfactory progress on the Algebra EOC in 2013.

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	Vocabulary of ELL students could create difficulties in math.	Develop vocabulary skills and emphasis in Algebra classes. Students can also attend free tutoring in math after school	Administration and math teachers	Lesson plan monitoring and classroom observations; review of tutoring sign-in sheets	Algebra EOC

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Percentage of students with disabilities demonstrating high performance in mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of students with disabilities had high achievement on the 2012 Algebra EOC.	40% of students with disabilities will demonstrate high performance in math on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities often have trouble performing on standardized tests, even when they have mastered the material.	Students are mainstreamed into regular math classes. If needed, these students are placed into Learning Strategies classes that will provide additional support. Some math co-teach also available.	Administration	Class grades are monitored for Learning Strategies students. If students are struggling in math classes, teachers provide additional assistance. Results from EOC will be monitored.	Algebra EOC

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase the percentage of economically disadvantaged students making progress in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of FRL students made satisfactory progress in Algebra I.	50% of FRL students will make satisfactory progress in 2013 Algebra 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		Algebra teachers use the CIMs model.	Administration and math teachers	Student progress monitored throughout the year	Passing scores on Algebra EOC
2		Develop and implement summer math camps for low performing 9th grade students and for those still needing to pass Algebra EOC.	Administration and guidance	Grades in courses and EOC scores.	EOC

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:	Increase the number of students scoring in Level 3 of the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(395) of students scored in Level 3 of the Algebra EOC in 2012.	50% of students will score in level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of research-based instructional strategies used in the classroom	Professional Learning Communities, Lesson Study Groups, and peer teams to increase strategies used	Administration and teachers	Lesson plan monitoring and faculty participation	Lesson plans, assessment data, progress monitoring
2	None	All Algebra 1 teachers will use the CIMs model to assess and improve students' math skills	Administration and math teachers	Using common assessments in CIMs, teacher will monitor progress throughout the year. EOC scores will be monitored.	EOC scores in Algebra

3	None	All Algebra 1 teachers will use the CIMs model to assess and improve students' math skills	Administration and math teachers	Using common assessments in CIMs, teacher will monitor progress throughout the year. EOC scores will be monitored.	EOC scores in Algebra
---	------	--	----------------------------------	--	-----------------------

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:	Percentage of students demonstrating high proficiency in mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(395) scored level 4 or higher.	25% will score level 4 or higher in 2013 Algebra 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	Limited direct instruction of content area vocabulary	Increase use of vocabulary across all disciplines	Administration and teachers	Lesson plan monitoring and assessment data	Lesson Plans
2		All Algebra I teachers will use the Continuous Improvement Model (CIMs) to assess and improve students' math skills.	Administration and math teachers	Using common assessments in CIMs will allow teachers to monitor students' progress throughout the year. EOC scores will also be monitored.	EOC test scores and lesson plans

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:	Increase student achievement in geometry on EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(364) of all students in geometry passed the EOC.	60% of all students in geometry will score a level 3 on the geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of research-based instructional strategies used in the classroom	Professional Learning Communities, Lesson Study Groups, and peer	Administration and teachers	Lesson plan monitoring and faculty participation	Lesson plans, assessment data, progress

		teams to increase strategies used			monitoring
2		All teachers teaching Algebra I and Geometry will use the Continuous Improvement Model (CIM) to assess, remediate, and improve students' math skills.	Assistant Principal for Administration and Math Teachers	Using common assessments in the CIM model, teachers will monitor students' math progress throughout the year. EOC Test scores in Geometry will be monitored.	EOC Test scores in Geometry will be used to determine the success of this strategy.

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:	Students scoring at level 4 in geometry will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(364) of students scored level 4 or higher on 2012 Geometry EOC	30% of students will score level 4 or higher on the 2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited direct instruction of content area vocabulary	Increase use of vocabulary across all disciplines	Administration and teachers	Lesson plan monitoring and assessment data	Lesson Plans
2		All teachers teaching Algebra I Honors and Geometry Honors courses will use the Continuous Improvement Model (CIM) to assess and improve students' math skills.	Assistant Principal for Administration and Math Teachers	Using common assessments in the CIM model teachers will monitor students' math progress throughout the year. EOC test scores in Geometry will be monitored.	EOC test scores in Geometry will be used to determine the success of this strategy.

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
Using CIMS for Algebra and Geometry	9-11	APA and Math department chair	Teachers of Algebra 1 and Geometry	Monthly meetings to be determined by participants	Results from CIM assessments and EOC test results	Administration
Lesson Study	9-12	Various	Lesson Study participants	Throughout the spring semester	Administrative review	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Develop effective teaching strategies by use of technology	Use of Epson Interactive Whiteboards and Smartboards	District Funds	\$0.00
Implementation of TI Inspire calculator technology for Algebra 1 and Geometry	Two systems placed into math classrooms for student use	District Funds	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC in best practices for mathematics	Teachers meet to discuss techniques and strategies to improve math instruction	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement summer math camp for incoming 9th grade students	Funds to pay salary and materials for rising 9th graders to strengthen math skills for algebra.	School Improvement Funds	\$2,000.00
Hold summer tutoring lessons for Algebra EOC for all students who did not pass previous year	Funds to pay salary and materials for two week tutoring session for Algebra EOC	District Funds	\$4,000.00
			Subtotal: \$6,000.00
			Grand Total: \$8,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology.		The percentage of students demonstrating proficiency in science on the Biology EOC will increase.			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
51%(403) passed the Biology EOC in 2012.		60% of students will pass the Biology EOC in 2013.			
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	None	All science teachers will work cooperatively to ensure that the science curriculum being taught is closely aligned to the Sunshine State Standards, especially to those standards being emphasized on the Biology EOC test.	Bill McElroy, Assistant Principal for Curriculum	The district "On Track" science test will be used to monitor students progress throughout the year. Scores from the 2012 Biology EOC test will be monitored.	The success of this strategy will be based upon students' scores on the 2013 Biology EOC exam.
	None	Use interactive technology to increase student engagement and performance in science classes.	Bill McElroy, Assistant Principal for Curriculum	Students grades will be monitored throughout the year. Biology EOC exam results will also be monitored.	The success of this strategy will be based upon the number of students

2					successfully passing science courses and the number of students passing the 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:	Students scoring at or above Level 4 on the Biology EOC will increase in the 2013 year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(403) scored in the highest third of the Biology EOC.	50% will score in the top third in the state on the 2013 Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Provide targeted Biology EOC prep for all GHS students during spring semester.	Administration	Review data from Ontrack testing throughout the school year.	Ontrack and Biology EOC
2		Science teachers will work to assure the curriculum for all science classes is closely aligned with SSS, especially those linked with Biology.	Administration	Grades in science courses will be monitored throughout the year. Test results will also be monitored.	Ontrack, EOC, and AICE tests

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
Lesson Study	9-12	Various Teachers	School-wide	Spring semester	Finish lesson study reviews and teacher meetings	Administration

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study Groups	Teachers will participate in lesson study groups to increase planning and teaching strategies.	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Biology EOC Tutoring Sessions	Provide targeted after school reviews for students taking Biology EOC (practice tests, strategies, etc.)	School Improvement Funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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 demonstrating proficiency in writing will increase.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the 2012 FCAT writing test, 57% (256) of the students tested scored at a level three or above. However, only 38% (171) scored at a level 4.0 or higher, the level that the Florida Department of Education designates as demonstrating high standards.		On the 2013 FCAT, a minimum of 75% of students will score at a level 3.5 or higher on the writing test.			
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	None	All ninth and tenth grade English teachers will be required to maintain writing portfolios for all of their students. Students will be required to submit a minimum of two essay writing assignments each nine week grading period. Teachers will provide grades and feedback on the writing assignments submitted by students. Teachers will bring in and discuss writing samples with administrators during observation/assessment feedback sessions.	Administrators	English teachers will give feedback to students throughout the school year. Results from the 2012 FCAT writing test will be monitored to determine the success of this strategy.	Results from the 2013 FCAT writing test will be monitored.

2	None	Ninth and tenth grade English teachers will be trained in the FCAT writing rubric and writing process.	Principal	List of teachers attending training will be kept.	Teacher training rosters
---	------	--	-----------	---	--------------------------

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9-12	Various Teachers	Language Arts and Reading	All year	Review of meetings and outcomes	Administration
Writing PLC	9-12	English Teachers	Language Arts Department	All year	Review of meetings and outcomes	English Department Chair and Administration
State Writing Training	9-10	Susan Lomonte	Language Arts Department	Second semester	Teacher will attend state training and bring ideas back to GHS	Administration and English Department

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
Teaching students the writing process	Turn It In software	School Improvement Funds	\$4,200.00
			Subtotal: \$4,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Continue Professional Learning Community for English Teachers	Training for English teachers in FCAT Writing rubric and writing process	School Improvement Funds	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,600.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Have successful passing of US History EOC at GHS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No US History EOC given last year.	60% of students pass the EOC US History 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	State has never given US History EOC before.	History teachers are following district pacing guides and preparing students for test.	Social Studies teachers	Review of EOC scores and student grades throughout the year	EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Have GHS students pass the US History EOC with high proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No US History EOC given last year.	40% of students passing with achievement level 4 or higher.

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	No test given last year.	History teachers are following district pacing guides and preparing students for test.	Social Studies Teachers	Review of EOC scores and student grades throughout the year	US History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9-12	Various teachers	School-wide	Spring semester	Review of lesson plans and process	Administration

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase technology use	Addition of EPSON Interactive Whiteboards to social studies classrooms	District Funds	\$7,000.00
			Subtotal: \$7,000.00
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
Tutoring sessions for US EOC	Provide after school targeted tutoring sessions for US History (sample tests, strategies, etc.)	School Improvement Funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$8,000.00

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 number of students with excessive absences during the 2012 - 2013 school year will be reduced.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2011 - 2012 school year, the average daily attendance was 94.70%.	During the 2012 - 2013 school year, the average daily attendance will improve to 96%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011 - 2012 school year, there were 126 students with 15 or more unexcused absences.	For the 2012 - 2013 school year, Gainesville High School will reduce the number of students with 15 or more unexcused absences to 95.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011 - 2012 school year, there were 76 students who were tardy to school 10 or more times.	For the 2012 - 2013 school year, Gainesville High School will reduce the number of students with excessive tardies to school to 60.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teachers will report to deans any student with 4 consecutive absences or 9 or more total absences within a nine-week grading period. Deans will make contact with students and parents to try to resolve the problem.	Assistant Principal for Administration and Deans	Average daily attendance will be monitored throughout the school year. Average daily attendance will be computed for entire school year in June, 2013	Attendance information will be obtained from Infinite Campus data base.
2	None	Students with more than 4 tardies to first period in any nine-week grading period will be reported to deans. Deans will make contact with parents and take other appropriate action to encourage students to arrive at school on time.	Assistant Principal for Administration and Deans	Tardies will be monitored throughout the school year. Success of this strategy will be based upon data extracted from Infinite Campus data base at the end of the school year.	Information on tardies will be obtained from Infinite Campus data base.

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:	
1. Suspension Suspension Goal # 1:	The number of students being removed from classes for both in-school suspensions and out-of-school suspensions will be reduced.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011 - 2012 school year, there were 1264 in-school suspensions at Gainesville High School.	For the 2012 - 2013 school year, the number of in-school suspensions will be reduced to 1000.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011 - 2012 school year, 518 students were placed in in-school suspension.	For the 2012 - 2013 school year, the number of students placed in in-school suspension will be reduced to 450.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

During the 2011 - 2012 school year, there were 644 out-of-school suspensions at Gainesville High School.	For the 2012 - 2013 school year, the number of out-of-school suspensions will be reduced to 550.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011 - 2012 school year, there were 301 students who received out-of-school suspensions.	For the 2012 - 2013 school year, the number of students being suspended out-of-school will be reduced to 250.

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	None	A committee of teachers and staff members will develop discipline procedures which provide positive incentives for appropriate student behavior.	Assistant Principal for Administration	Student discipline referrals, in-school suspensions, and out-of-school suspensions will be monitored throughout the school year. The success of this strategy will be based upon the reduction of in-school suspensions and out-of-school suspensions that have been recorded compared to last school year.	Discipline data will be extracted from the Infinite Campus data base.
2	None	Volunteer teachers will develop a "Teacher Court" to deal with students who have 3 or more discipline referrals in one semester.	Assistant Principal for Administration	Student discipline referrals, in-school suspensions, and out-of-school suspensions will be monitored throughout the school year. The success of this strategy will be based upon the reduction of in-school suspensions and out-of-school suspensions that have been recorded compared to the 2011 - 2012 school year.	Discipline data will be extracted from the Infinite Campus data base.
3	None	Mentoring Program for at-risk students	Guidance and student services	Administration, deans, and counselors are mentoring at-risk students to provide greater support network.	Discipline 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
Student					Review data for	

Services support group	Guidance and Deans	Deans and counselors	PLC	Full year	attendance, suspensions, and referrals	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		The percentage of students graduating from Gainesville High School will increase. The percentage of students dropping out of Gainesville High School will decrease.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
For the 2010 - 2011 school year (the most recent data available) the dropout rate for Gainesville High School was 3.0%.		For the 2012 - 2013 school year, the dropout rate will be reduced to 2.0%.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
For the 2010 - 2011 school year (the most recent data available), the graduation rate for Gainesville High School was 81%.		For the 2012 - 2013 school year, the graduation rate will rise to 83%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	The dropout rate and graduation rate are long term problems that require long term solutions. The two strategies listed in this plan are designed to produce results over a three - four year period.	Gainesville High School will implement a program in Tourism and Hospitality in order to better serve and motivate the portion of our student body who do not plan to go directly into a four year college or university.	Principal, Assistant Principal for Curriculum, and Teacher	Success rates of students succeeding in the Hospitality and Tourism course with a grade of C or better will be monitored. We will also monitor the number of students who choose to remain in the program for a second year. This strategy will be considered successful if 85% of the students make a grade of C or better in the course and choose to take a second course in the program.	Student grades and registration data for the 2012 - 2013 school year.
2	None	After school tutoring will be provided to students in need of help with academic classes. Tutoring will be provided by school faculty and volunteers.	Principal and Media Specialist	Graduation rate and dropout rate will be monitored to determine degree of increase in graduation rate and reduction in dropout rate.	Graduation rate and dropout rate data will be taken from school SPAR report.
3	None	Gainesville High School will provide a Credit Option Retrieval Program (CROP) class during the school day to allow students who are credit deficient to catch up on credits.	Assistant Principal for Student Services	The number of credits successfully earned by students enrolled in the CROP class will be monitored.	Evaluation will be based upon the number of credits that are earned by students enrolled in the course.
4	Finding room in students' schedules to take an additional elective course can be difficult.	Provide a Thinking Skills class to assist nontraditional students who are taking Advanced Placement or Cambridge courses.	Assistant Principal for Curriculum; Assistant Principal for Student Services	The number of students enrolled in the Thinking Skills class who successfully complete Advanced Placement or Cambridge courses will be monitored.	Evaluation will be based upon the number of students who pass Advanced Placement or Cambridge classes with a grade of "C" or better.
5	None	Provide elective courses that are attractive to students and will encourage them to stay in school.	Principal	Evaluation will be based upon adding one advanced class each in art, music, and drama.	Evaluation will be based upon adding one section each in art, music, and drama beyond what the district funds.

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CROP Classes during day	Funds to pay teacher for two periods of the day	School Improvement Funds	\$8,000.00
Thinking Skills Class	Funds to pay teacher and materials for Thinking Skills class	School Improvement Funds	\$8,000.00
			Subtotal: \$16,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring in all major academic subjects	Funds to pay teachers to tutor after school four days a week (one hour per day)	School Improvement Funds	\$12,000.00
Hospitality and Tourism Program	Money to assist program geared for at-risk students	School Improvement Funds	\$5,000.00
			Subtotal: \$17,000.00
			Grand Total: \$33,000.00

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:		The percentage of parents directly involved in their children's education will increase.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
On the 2011 - 2012 Parent School Climate Survey, 79% (266) of the parents responding indicated that they were directly involved in their children's education.		For the 2012 - 2013 school year, 85% of the parents responding to the school climate survey will indicate direct involvement in their children's education.			
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
	None	The "On Course" on-line lesson planning program can be used so that	Principal and Assistant Principals	Parents' reported level of direct involvement with their children's	Responses to the Parent School Climate Survey

1		parents may have daily access to their children's homework assignments.		education will be monitored for expected increases.	will be used to determine outcomes for this strategy.
2	None	All teachers will use the Infinite Campus on-line grade book so that parents may access their children's grades and attendance on a regular basis.	Principal and Assistant Principals	Parents' reported level of direct involvement with their children's education will be monitored for expected increases.	Responses to the Parent School Climate Survey will be used to determine the success of this strategy.
3		The new district Edline system will be implemented to provide each student and parent a log-in to the website system.	Administration	Parents can access classroom information and teacher websites at their convenience.	Responses to the Parent Climate Survey will be used to determine the success of this strategy.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will have training on Infinite Campus data system.	9-12	Administration	All teachers	August 2012	Administrative monitoring of teacher online grade books	Administration
Teachers can have training on Oncourse system	9-12	Administration	Interested teachers	August 2012	Administrative review of Oncourse	Administration

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
Oncourse lesson plan system	Licensing fee for program	School Improvement Funds	\$1,800.00
			Subtotal: \$1,800.00
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: \$1,800.00

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:		Promote the integration of technology in math and science classrooms.			
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		Utilize technology (Smart Boards, Bright links projectors, Elmos, TI Inspire calculators, etc) in math and science classrooms.	Administration and teachers	Reviewing lesson plans and observations in classrooms	Progress monitoring data and course grades; EOC's where appropriate

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
Utilization of technology in classrooms; PCG lesson planner, Edline websites, TI Inspire training, etc.	All grades	Administration and various teachers	School-wide in some areas and other focus in math and science	Throughout the year	Review of teacher lesson plans, formal and informal observations and walk-throughs	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of PCG Lesson planner, development of Edline webpages, TI Inspire calculators in math classes	Training and equipment provided by district	Provided by district	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Provide various teacher trainings for new programs and technology equipment during instructional year	Trainers coming to GHS to provide training at various times	Provided by district	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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)

Drug Education and Abuse Prevention Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Drug Education and Abuse Prevention Goal Drug Education and Abuse Prevention Goal #1:			The amount of illicit drug use by students on campus or at school events will be reduced.		
2012 Current level:			2013 Expected level:		
During the 2011 - 2012 school year there were 30 referrals for possession of illicit drugs or alcohol on campus.			The number of referrals for sale or use of illicit drugs or alcohol on campus will be reduced by 25% (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	None	A dedicated telephone line will be provided where students or parents can anonymously report any use of drugs or alcohol by students or any emergency on campus.	School resource officers.	Monitor the number of legitimate calls received on the dedicated line.	The evaluation of this strategy will be based upon the number of legitimate calls that are made to the dedicated line.
2	None	Provide assemblies and other educational opportunities for students to learn about the dangers of illicit drug and alcohol use.	Principal and School Resource Officers	An item will be added to the school climate survey to determine how successful the education program was.	The evaluation will be based upon the number of students who report that they understand the consequences of illicit drug or alcohol use on campus.

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Drug Education and Abuse Prevention	Dedicated phone line for reporting drug use or school emergencies	School Improvement Funds	\$450.00
Drug Education and Abuse Prevention	Printing for education part of program	School Improvement Funds	\$300.00
			Subtotal: \$750.00
			Grand Total: \$750.00

End of Drug Education and Abuse Prevention Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After school tutoring in reading	Salary and fringe benefits (materials and supplies as well) for teachers to plan and hold reading tutoring sessions	School Improvement Funds	\$2,300.00
Dropout Prevention	CROP Classes during day	Funds to pay teacher for two periods of the day	School Improvement Funds	\$8,000.00
Dropout Prevention	Thinking Skills Class	Funds to pay teacher and materials for Thinking Skills class	School Improvement Funds	\$8,000.00
				Subtotal: \$18,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Add technology in classroom for daily student and teacher use	Addition of EPSON Interactive Whiteboards to reading and language arts classrooms	District Funding	\$5,000.00
Mathematics	Develop effective teaching strategies by use of technology	Use of Epson Interactive Whiteboards and Smartboards	District Funds	\$0.00
Mathematics	Implementation of TI Inspire calculator technology for Algebra 1 and Geometry	Two systems placed into math classrooms for student use	District Funds	\$2,000.00
Writing	Teaching students the writing process	Turn It In software	School Improvement Funds	\$4,200.00
U.S. History	Increase technology use	Addition of EPSON Interactive Whiteboards to social studies classrooms	District Funds	\$7,000.00
Parent Involvement	Oncourse lesson plan system	Licensing fee for program	School Improvement Funds	\$1,800.00
STEM	Implementation of PCG Lesson planner, development of Edline webpages, TI Inspire calculators in math classes	Training and equipment provided by district	Provided by district	\$0.00
				Subtotal: \$20,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	PLC in best practices for mathematics	Teachers meet to discuss techniques and strategies to improve math instruction	None	\$0.00
Science	Lesson Study Groups	Teachers will participate in lesson study groups to increase planning and teaching strategies.	None	\$0.00
Writing	Continue Professional Learning Community for English Teachers	Training for English teachers in FCAT Writing rubric and writing process	School Improvement Funds	\$400.00
STEM	Provide various teacher trainings for new programs and technology equipment during instructional year	Trainers coming to GHS to provide training at various times	Provided by district	\$0.00
				Subtotal: \$400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	One-on-one meetings with reading teacher and students to discuss progress monitoring data	Payment for substitute teachers for three reading teachers for a few days	School Improvement Funds	\$500.00
Mathematics	Implement summer math camp for incoming 9th grade students	Funds to pay salary and materials for rising 9th graders to strengthen math skills for algebra.	School Improvement Funds	\$2,000.00
Mathematics	Hold summer tutoring lessons for Algebra EOC for all students who did not pass previous year	Funds to pay salary and materials for two week tutoring session for Algebra EOC	District Funds	\$4,000.00
Science	Biology EOC Tutoring Sessions	Provide targeted after school reviews for students taking Biology EOC (practice tests, strategies, etc.)	School Improvement Funds	\$1,000.00
U.S. History	Tutoring sessions for US EOC	Provide after school targeted tutoring sessions for US History (sample tests, strategies, etc.)	School Improvement Funds	\$1,000.00
Dropout Prevention	After school tutoring in all major academic subjects	Funds to pay teachers to tutor after school four days a week (one hour per day)	School Improvement Funds	\$12,000.00
Dropout Prevention	Hospitality and Tourism Program	Money to assist program geared for at-risk students	School Improvement Funds	\$5,000.00
Drug Education and Abuse Prevention	Drug Education and Abuse Prevention	Dedicated phone line for reporting drug use or school emergencies	School Improvement Funds	\$450.00
Drug Education and Abuse Prevention	Drug Education and Abuse Prevention	Printing for education part of program	School Improvement Funds	\$300.00
Subtotal:				\$26,250.00
Grand Total:				\$64,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC at GHS is very active and involved in much of the planning and use of financial resources. Teachers can request SAC funds for a variety of academic and school needs. SAC approves the SIP and also is very involved in the Climate Survey process.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District GAINESVILLE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	73%	78%	50%	258	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	54%	75%			129	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?	45% (NO)	65% (YES)			110	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					507	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District GAINESVILLE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	73%	83%	48%	255	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%	70%			120	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?	34% (NO)	53% (YES)			87	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					472	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested