FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAND O' LAKES HIGH SCHOOL

District Name: Pasco

Principal: Ric Mellin

SAC Chair: Vincent Trang

Superintendent: Heather Florentino

Date of School Board Approval: October 16, 2012

Last Modified on: 9/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ric Mellin	Principal, Social Studies. Bachelor of Science and Master of Education.	4	13	2012 Pending 2011 B AYP 82% 2010 A AYP 85% J.W. Mitchell High School 2009 C AYP 79% 2008 B AYP 77% 2007 B AYP 77%
Assis Principal	Richard Batchelor	Principal, History. Bachelor of Arts and Master of Education	7	17	2012 2011 B AYP 82% 2010 A AYP 85% 2009 B AYP 92% 2008 B AYP 95% 2007 A AYP 85%
Assis Principal	Kathryn Leeper	Educational Leadership, Elementary Education, Pre-Kindergarten/Primary Education, Reading Endorcement, Bachelor of Arts and Master of		6	Ridgewood High School 2012 Pending 2011 B AYP 85% 2010 C AYP 65% Zephyrhills High School 2009 C AYP 77% 2008 B AYP 82% 2007 C AYP 90%

		Arts			
Assis Principal	Marcy Maxwell	Educational Leadership,English, ESOL,Bachelor of Science, Master of Education		4	Wesley Chapel High School 2012 Pending 2011 A AYP 74% 2010 B AYP 72% 2009 D AYP 77%
Assis Principal	Jeff Morgenstein	Educational Leadership, English, Spanish,ESOL, Bachelor of Arts and Master of Arts		6	2012 Pending (Prior years in district administration)
Assis Principal	Amy Riddle	Educational Leadership, Music, Bachelor of Science,and Master of Education.	3	3	2012 Pending 2011 B AYP 82% 2010 A AYP 85%

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	Mary Sawl	Elementary Education, Reading ESOL Endorcement, Bachelor of Arts		3	Pineview Middle School 2012 A 2011 A AYP 82% 2010 A AYP 92%

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	District guidelines will be followed to retain and recruit highly qualified teachers.	Principal/Assistant Principals	On- going	The school currently employees all but one highly qualified teachers.

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
All teachers are highly effective	

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

101	5.0%(5)	23.8%(24)	35.6%(36)	35.6%(36)	46.5%(47)	99.0%(100)	5.0%(5)	1.0%(1)	23.8%(24)

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
David Berger	Seth Federman	same subject area, share room or float	School and district induction program
Karen Coss	Jessica McLaughlin	same subject area, share room or float	School and district induction program
Jennifer Herring	Aaron Koch	same subject area, share room or float	School and district induction program
Lina LaBabara	Ashley Contreras	same subject area, share room or float	School and district induction program
Diane Baraket	Angelle Damalos	same subject area, share room or float	School and district induction program
Amy Smith	Andrew Southwick	same subject area, share room or float	School and district induction program
Leslie Stanford	Jeffery May	same subject area, share room or float	School and district induction program
Terry Stanley	Christa Ostrander	same subject area, share room or float	School and district induction program
Suzette Wehust	Josh Scroggins	same subject area, share room or float	School and district induction program
Vicky King	Pat Stewart	same subject area, share room or float	School and district induction program
Rebecca Gleaton	Stephanie Frane-Colon	same subject area	School and district induction program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

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Supplemental Academic Instruction (SAI)

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Violence Prevention Programs

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Nutrition Programs

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Housing Programs

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Head Start

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Adult Education

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Career and Technical Education

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Job Training

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Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> The team will consist of the school social worker, school psychologists, behavior specialist, ninth grade assistant principal, all guidance counselors, literacy coach, and ESE compliance teacher.

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

> The team meets monthly to discuss early warning system data. The focus of the team this year will be to identify tiered supports that are in place and add additional supports that may be needed based on academic and behavioral data. Students needing tier two and tier three supports will be identified and individual success plans will be developed. Tier one data is shared monthly at SBIT and problem solving improvements are developed in PLT meetings.

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 MTSS/SBIT team will review and provide input for the school improvement plan through data analysis, setting of goals, identification of barriers, action planning and monitor/revise. The team will provide quarterly feedback on the school improvement plan and review data to ensure that the plan is implemented.

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 Early Warning System used to identify students at risk includes Attendance, Behavior, GPA, Credits, and EOC or FCAT

testing. Students who are "On Track" have less than 10% absences, no discipline referrals, 2.0 or above GPA., and are proficient on EOC exams, and/or FCAT tests appropriate for each cohort.
Students "At Risk for Off Track" are 1/2 credit or less behind and may have one or more additional at risk factors.
Students who are "Off Track" are 1-2 credits behind and may have one or more additional at risk factors.
Students who are "Highly of Track" are more than 1/2 a year behind and have multiple risk factors.
Cohort reports are run each semester for credits, GPA, and test scores. Cohort reports for attendance and discipline are run quarterly by student. Professional Learning Teams use FAIR, Core K-12, and classroom assessment data to monitor academic progress in math, science and reading and writing.
School wide reports for attendance, behavior, math, science, reading, and writing are shared with the School Based Leadership Team monthly to monitor school wide progress and identify areas of need.

Describe the plan to train staff on MTSS.

Principal and Assistant Principals lead Professional Learning Teams through the problem solving process and train teachers on how to provide tiered supports in weekly Professional Learning Teams meetings.

Describe the plan to support MTSS.

Principal and assistant principals will meet weekly to discuss progress toward meeting SIP and MTSS goals; and provide individual, small group or school wide professional development to enhance staff capacities with the process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Rich Bachelor, Assistant Principal
Marilyn Ling, Reading Department Chair
Lina LaBarbara, Committee Chair
Betsy Anderson, CTE
Diane Baraket, ESE
Angelle Damalos, Reading
Seth Federman, Language Arts
Allyson Heymann ASL
Lisa Hicks, Reading
Cindy Little, ESE
Christa Ostrander, Science
Heather Rulison, Language Arts
Mary Sawl, Reading

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

The Lead Literacy Team is comprised of representative from various content areas, school-wide literacy coaches, and members of the administration. It meets as a whole group once a month. In addition, small subgroups from the team also meet to address specific initiatives or projects. The representatives from the content areas function in a manner to identify literacy needs at the classroom level while serving within subgroups to facilitate solutions. The school-wide literacy coaches work with the identified needs to help implement the solutions. In addition, the Lead Literacy Team will collaborate with PLTs in implementing best practices at the school.

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

What will be the major initiatives of the LLT this year?
- Classroom application of data implemented and analyzed by teachers
- Review of past data sources to determine areas of need
- Integration of a formative assessment cycle for ongoing progress monitoring
- Integration of strategies to enhance student engagement on areas of individual need focusing on data elements
- Connection of literacy best practices within content area
- Consistent and persuasive incorporation of writing across the curriculum

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.

Planned direct professional development activities in PLTs for all faculty to meet school wide literacy goals (e.g., close reading of text; text coding.
Offer teachers opportunities to observe lessons, peer mentor through iObservation, walk through classrooms, or collaboratively plan together.

*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?

Land O' Lakes High School helps students at every grade level see the relationship between subjects they are taking in secondary school and the relevance to their future career or postsecondary education. This process actually starts at the middle school where students are able to start the process of selecting their coursework for freshman year. The articulation process allows students to explore potential career possibilities through our applied and integrated courses in Drafting, Business, Child Care, Culinary Arts, Drama, Art, Chorus, and Agriculture. All 9th grade students get a career orientation that includes majors offered at our school, course sequencing and postsecondary offerings to help them plan their high school education according to their personal needs and interests. All sophomore students attend several seminars through their 10th grade year starting with the PLAN Test and results session, which includes a career advisement tool that matches their academic potential to possible career opportunities. Sophomores are encouraged to build their junior and senior coursework based on that academic potential and matching it to their career interest. The following session for sophomores involves our technical education center presenting real-world certificate training for them to complete in any of eight occupational areas. Juniors are encouraged to complete their applied technical course work for the Gold Seal Scholarship by enrolling in the second or third class in a particular sequence. Seniors are also encouraged to be a course completer by taking the final section of applied or technical courses for the Gold Seal Scholarship and to also help them with their senior project. Juniors and Seniors are able to complete the ASVAB which gives career interest information and academic ability, this assessment helps students understand the relationship to their classes and occupations. At Land O'Lakes High School the guidance team and Career Specialist work at each grade level with the students electronic personal education planner (ePEP), which is located at www.facts.org. Students are able to follow their interests and career path by updating their online planner. This systematic approach to incorporate applied and integrated courses helps our students make a successful transition to life after high school.

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?

Land O'Lakes High School has developed a comprehensive career plan that includes every student having computer access to online career planning at www.facts.org. This website is Designed for Florida residents, CHOICES is a career exploration and information system that allows our students to: assess their interests and abilities; match their interests and needs to over 650 careers; view detailed occupational profiles; and, build a portfolio to keep track of their resume and letters. This type of planning helps students see their prospective course selections as their choice to best help them prepare for life after high school. All sophomores are invited to attend a presentation held by our technical education feeder school in the Fall. Students are invited to apply for a program of their interest and learn a skill or trade. Students have access to a Career Specialist and Guidance office to discuss career and post-secondary planning to prepare their secondary coursework appropriately. Land O'Lakes High School is building a career academy to support students' interest in culinary arts coursework. Our high school participates in the Great American Teach In, which allows guest speakers to present current occupational information to inform students on their course of study. All seniors participate in a senior portfolio/project which can be career based and students can learn how to transition into postsecondary coursework. Students with disabilities are able to take courses which

enhance their job skills and are allowed to work part-time. All students are counseled on the availability of online coursework through Pasco eSchool and/or FLVS as a means of study, deepening knowledge, refining skills, or advancing academic experiences.

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

Land O'Lakes High School Guidance Department uses a variety of strategies to ready students for postsecondary education. Our students are encouraged to attend college admission sessions held on our campus during the fall and spring each school year. Field trips are held at the university, technical school and community college campuses. Students with disabilities are encouraged to attend transitional meetings held on our school campus and on the community college campus, these meetings are held for juniors and seniors. Students on free and reduced lunch are encouraged to use the free SAT/ACT testing services and other resources available for lower socio-economic levels. Students who have not tested at grade level on the FCAT are encouraged to attend the learning lab sessions and the SAT prep session in Adult Education after school. All sophomores are tested on the ACT PLAN. Ninth through 11th grade are encouraged to take the PSAT in October every year, students who can't pay the fee are able to receive a free exam. All Juniors and Seniors are encouraged to take the Armed Services Vocational Aptitude Battery to familiarize themselves with standardized testing whether they go in the military or not. Juniors and Seniors in the technical classes are encouraged to take the Florida Ready to Work test to get credentialed, this credential can go on job applications and resumes. All seniors are included on a financial aid seminar and register for Bright Futures Scholarships and Federal Aid. College Applications sessions are held to help seniors complete college applications in the Fall of their senior year. Seniors and juniors are invited to attend the Common Placement Testing sessions held in the computer lab in the Spring, students with disabilities are also invited to attend this session. High School Feedback Report results permit the school to assess avenues to better address student needs and conduct comparisons across year, schools and statewide.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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:	Of the 23%(96)of 9th grade students who scored level 2 in 2012, 10%(9) will increase to achievement level 3 or high. Of the 27% of the 10th grade students who scored level 3 in 2012, 100% will score "College Ready" or concordant measure.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (92 9th grade students) 27% (112 10th grade students)	24%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students'ability to comprehend and evaluate complex texts across a range of types and disciplines do meet expected levels. Students'ability to construct effective arguments and convey intricate or multifaceted information in written and verbal communication does not meet expected levels.	Professional development will be provided to improve instruction in close reading through text coding.	Principal and Assistant Principals	Classroom observations and end of the year teacher survey will indicate an increase in awareness and utilization of subject specific reading strategies.	Teacher survey Classroom observation
2	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the strategy implementation.	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.
3	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student

		teachers, and American History teachers		lists.
4	Extended day support has been provided to students based on prior state assessments rather than multiple data sources such as common benchmark assessments,CORE K12 district assessments, and course performance.	Teachers will identify students not making adequate progress on benchmark assessments for participation in extended school day services.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Increased targeted student enrollment in extended day	Extended day enrollment

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Of the 22%(92)of 9th grade students who scored level 3 in 2012, 10% (9)will increase to achievement level 4 or higher. Of the 24%(99) of the 10th grade students who scored level 4 in 2012, 100% will score "College Ready" on PERT or concordant measure.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (117 9th grade students) 24% (99 10th grade students)	30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' ability to comprehend and evaluate complex texts across a range of types and disciplines do meet expected levels. Students' ability to construct effective arguments and convey	Professional development will be provided to improve instruction in close reading through text coding.	Principal and Assistant Principals	Classroom observations and end of the year teacher survey will indicate an increase in awareness and utilization of subject specific reading strategies.	Teacher survey Classroom observation

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	intricate or multifaceted information in written and verbal communication does not meet expected levels.				
2	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the strategy implementation.	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.
3	Common assessments have not been developed or consistently applied for EOC courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 4 and level 5 student progress.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments and Common Assessment data
4	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
5	Core instruction lacks consistent rigor in language arts classes	Focus on developing advanced curriculum based on countywide curriculum maps.	Language Arts Teachers.	Department Head and Assistant Principal will review teacher's lesson plans to determine coherency.	Lesson Plan review.

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:	90% (7) of students on special standards will achieve level 7 or above in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (6) students are at level 7 or above in reading.	90% (7) of students on special standards will achieve level 7 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
	Teachers require means	Teachers will review	ESE teachers	Standard-specific	FAA

		for students to continue to maintain or grow on the special standards for reading.	students' current achievement to select appropriate activities to support their attainment of the standards.	Assistant principal for ESE department	assessments	
	1					

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:	Cohort students making learning gains in reading will increase at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(575)	79% (at least 640 students)

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' ability to comprehend and evaluate complex texts across a range of types and disciplines do meet expected levels. Students' ability to construct effective arguments and convey intricate or multifaceted information in written and verbal communication does not meet expected levels.	Professional development will be provided to improve instruction in close reading through text coding.	Principal and Assistant Principals	Classroom observations and end of the year teacher survey will indicate an increase in awareness and utilization of subject specific reading strategies.	Teacher survey Classroom observation
2	Consistently applied academic support is not available for all students. Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's.	Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.

	monthly. 5.Reflect on the effectiveness of the strategy implementation.				
3	Common assessments have not been developed or consistently applied in all English and Reading courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments for reading to monitor student progress.	English I, English II,and Reading Teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments
4	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify and interpret learning gains in reading	English I, English II,and Reading Teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
5	Extended day support has been provided to students based on prior state assessments rather than multiple data sources such as common benchmark assessments, CORE K12 district assessments, and course performance.	Teachers will identify students not making adequate progress on benchmark assessments for participation in extended school day services.	English I, English II, and Reading Teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Increased targeted student enrollment in extended day Extended day enrollment

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 number of student making learning gains in reading to 70% (5) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3) students made learning gains in Reading.	70% (5) students will make learning gains in Reading.

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require additional approaches to assist students in maintaining current proficiencies and building upon them for making learning gains.	Guide teachers to analyze student data specific to growth on identified measures of the special standards.	ESE teachers Assistant Principal for ESE	Comparison of standards-based assessments	FAA

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 in the lowest 25% that make learning gains will increase from 61% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (785)	%

	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' ability to comprehend and evaluate complex texts across a range of types and disciplines do meet expected levels. Students' ability to construct effective arguments and convey intricate or multifaceted information in written and verbal communication does not meet expected levels.	Professional development will be provided to improve instruction in close reading through text coding.	Principal and Assistant Principals	Classroom observations and end of the year teacher survey will indicate an increase in awareness and utilization of subject specific reading strategies.	Teacher survey Classroom observation
2	Consistently applied academic support is not available for all student	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the strategy implementation.	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.
3	Common assessments have not been developed or consistently applied to measure progress on reading benchmarks.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor students in the bottom quartile and provide additional targeted support.	English I, English II,and Reading Teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments
4	Teachers have not been trained to how to target students in the bottom quartile for additional monitoring and support	Teachers will be trained in STAR to identify students in the bottom quartile.	All teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
	Extended day support	Teachers will identify	All teachers	Teachers will provide	Increased targeted

5	has been provided to students based on prior state assessments rather than multiple data sources such as common benchmark assessments, CORE K12 district assessments, and course performance.	students not making adequate progress on benchmark assessments for participation in extended school day services.		supervising Principal and Assistant Principals identified student lists.	student enrollment in extended day Extended day enrollment
6	Reading classes lack materials to support improved reading skills.	The reading department will incorporate the Hampton- Brown Edge series to assist students in improving reading skills	Reading Department	The reading department will provide to the literacy team quarterly reports on student progress.	FAIR Progress Monitoring

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 #
	5A : The achievement gap will be reduced by 4% each of six years from 40% (baseline year) levels 1 and 2 to not more than 20% (by 2016) at levels 1 and 2 in Reading. (The numbers below indicate percent proficient.)

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	48%	52%	56%	60%	

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:	By 2013 the number of students who are non proficient will be reduced by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% Of the BLACK subgroup are not proficient in Reading 37% of the HISPANIC subgroup are not proficient in Reading 28% of the WHITE subgroup are not proficient in Reading 9% of the ASIAN subgroup are not proficient in Reading	53% (56)in the BLACK subgroup 67% (213)in the HISPANIC subgroup 74% (769)in the WHITE subgroup 10% (10)in the ASIAN subgroup

				Problem-Solving Process to Increase Student Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently access student achievement data disaggregated by subgroup in order to make decisions regarding application of best practices for instruction	Train faculty in data analysis using district data warehousing application (STAR)	Principal Assistant Principals	Integration into lesson plans of appropriate instructional strategies	Observations

	of identified students.				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By 2013 the number of students who are non proficient will be reduced by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (5) of ELL students are proficient	48%(12) will be proficient

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently access student achievement data disaggregated by subgroup in order to make decisions regarding application of best practices for instruction of identified students.	Train faculty in data analysis using district data warehousing application (STAR)	Principal Assistant Principals	Integration into lesson plans of appropriate instructional strategies	Observations

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By 2013 the number of students who are non proficient will be reduced by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(57)Students with Disabilities are proficient.	41%(68)Students with Disabilities are proficient.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently access student achievement data disaggregated by subgroup in order to make decisions regarding application of best practices for instruction of identified students.	Train faculty in data analysis using district data warehousing application (STAR)	Principal Assistant Principals	Integration into lesson plans of appropriate instructional strategies	Observations

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	By 2013 the number of students who are non proficient will

	Reading Goal #5E:		be reduced by at least 10%.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	38% (226) are proficient		66.7% (396) will be proficient		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently access student achievement data disaggregated by subgroup in order to make decisions regarding application of best practices for instruction of identified students.	Train faculty in data analysis using district data warehousing application (STAR)	Principal Assistant Principals	Integration into lesson plans of appropriate instructional strategies	Observations

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
Deliberate practices to improve teaching and learning	All content areas; grades 9-12	Assistant Principals; PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals
Understanding the achievement gap	All content areas; grades 9-12	Assistant Principals; PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals
Data analysis using district data warehousing application (STAR)	All content areas; grades 9-12	Assistant Principals Technology Specialist	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data analysis reference resource	Driven by data: A guide to improve instruction	Internal	$238.20
Best practices reference resource	Assignments that Matter (ASCD)	Internal	$195.50
Video presentation and discussion	Motivating Black Males to Achieve in School and Life (ASCD)	Media	$129.00
			Subtotal: $562.70

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: $562.70

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase by 10% (3) the number of ELLs scoring proficient in listening/speaking on the spring 2013 CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
59% (16) students in grades 9-12 scored proficient in listening/speaking.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	-Supplemental language learning software usage -Access to additional language development resources (books, dictionaries, instructional assistant, etc.) -Highly qualified teachers (ESOL certified/endorsed) -Use of best practices in the classroom	Assistant Principal for ESOL ESOL Resource Teacher Content area teachers	-Administrative Walk-throughs -Teacher Evaluations/ Observations -Student data from language learning software programs -Student data from FCAT, CELLA and other classroom assessments -AMAO data (growth and proficiency)	-CELLA (Listening, Speaking, Reading and Writing) -FCAT (Reading and Writing) -Florida Writes -CELLA Online (District Eligibility test) -Language Learning software assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Increase by 10% (3) the number of ELLs scoring proficient in reading on the spring 2013 CELLA.
2012 Current Percent of Students Proficient in reading:	

21% (6) students in grades 9-12 scored proficient 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	Language	-Supplemental language learning software usage -Access to additional language development resources (books, dictionaries, instructional assistant, etc.) -Highly qualified teachers (ESOL certified/endorsed) -Use of best practices in the classroom	Assistant Principal for ESOL ESOL Resource Teacher Content area teachers	-Administrative Walk-throughs -Teacher Evaluations/ Observations -Student data from language learning software programs -Student data from FCAT, CELLA and other classroom assessments -AMAO data (growth and proficiency)	-CELLA (Listening, Speaking, Reading and Writing) -FCAT (Reading and Writing) -Florida Writes -CELLA Online (District Eligibility test) -Language Learning software assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase the number of ELL scoring proficient in writing by 10%.
2012 Current Percent of Students Proficient in writing:	
48% (12) are 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	Language	-Supplemental language learning software usage -Access to additional language development resources (books, dictionaries, instructional assistant, etc.) -Highly qualified teachers (ESOL certified/endorsed) -Use of best practices in the classroom	Assistant Principal for ESOL ESOL Resource Teacher Content area teachers	-Administrative Walk-throughs -Teacher Evaluations/ Observations -Student data from language learning software programs -Student data from FCAT, CELLA and other classroom assessments -AMAO data (growth and proficiency)	-CELLA (Writing) -FCAT (Writing) -CELLA Online (District Eligibility test) -Language Learning software assessments

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
(Resources as recorded under Reading)			$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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	90% (7) of students on special standards will achieve level 7 or above in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (6) students are at level 8 or above on mathematics.	90% (7) of students on special standards will achieve level 7 or above in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require means for students to continue to maintain or grow on the special standards for mathematics.	Teachers will review students' current achievement to select appropriate activities to support their attainment of the standards.	ESE teachers Assistant principal for ESE department	Standard-specific assessments	FAA

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:	40% (3) students will make learning gains in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (2) students made learning gains in mathematics.	40% (3) students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require additional approaches to assist students in maintaining current proficiencies and building upon them for making learning gains.	Guide teachers to analyze student data specific to growth on identified measures of the special standards.	ESE Teachers Assistant Principal for ESE	Comparison of standards-based assessments	FAA

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:	Of the 15%(65)of 9th grade students who scored level 2 in 2012 FCAT Math 2.0, 10%(7) will increase to achievement level 3 or higher on Algebra EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(123 Students)	47%(119 Students)

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	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.

#					
		strategy implementation.			
2	Common assessments have not been developed or consistently applied for EOC courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 2 and level 3 student progress.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments
3	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
4	Extended day support has been provided to students based on prior state assessments rather than multiple data sources such as common benchmark assessments,CORE K12 district assessments, and course performance.	Teachers will identify students not making adequate progress on benchmark assessments for participation in extended school day services.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Increased targeted student enrollment in extended day	Extended day enrollment
5	All ninth grade students take Algebra I or higher.				

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:	Of the 22%(92)of 9th grade students who scored level 3 in 2012, 10% (9)will increase to achievement level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 13%(36 students) Level 5 10%(28 students)	26%

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	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.

		strategy implementation.			
2	Common assessments have not been developed or consistently applied for EOC courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 4 and level 5 student progress.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments and Common Assessment data
3	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	Reduce the achievement gap by 50% over six years.
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83%	85%	87%	89%	91%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Increase the percentage of students in identified subgroups making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
%	%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Algebra I teachers Assistant Principal	Benchmark assessments Core K-12	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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Increase the percentage of ELL making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:

%			%	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Algebra I teachers Assistant Principal	Benchmark assessments Core K-12	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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Increase the percentage of SWD making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
%	%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Algebra I teachers Assistant Principal	Benchmark assessments Core K-12	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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the percentage of economically disadvantaged students making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
%	%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Algebra I teachers Assistant Principal	Benchmark assessments Core K-12	EOC

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:	80% of the students scoring level 3 or above on the Algebra I EOC, will score 3 or above on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the strategy implementation.	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.
2	Common assessments have not been developed or consistently applied for EOC courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 2 and level 3 student progress.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments
3	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
	Extended day support has been provided to students based on prior state assessments	Teachers will identify students not making adequate progress on benchmark assessments	English I, English II,Algebra I teachers, Geometry	Increased targeted student enrollment in extended day	Extended day enrollment

4	rather than multiple data sources such as common benchmark assessments,CORE K12 district assessments, and course performance.	for participation in extended school day services.	teachers, Biology teachers, and American History teachers		

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:	80% of the students scoring level 3 or above on the Algebra I EOC, will score 3 or above on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Consistently applied academic support is not available for all students.</td>
<td>Teachers will meet weekly in PLT's to
1. Use current data to identify an area of concern.
2. Develop a course of action and determine needed and available resources.
3. Implement a plan of action for identified focus area.
4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly.
5.Reflect on the effectiveness of the strategy implementation.</td>
<td>Principal and Assistant Principals</td>
<td>Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.</td>
<td>PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.</td>
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<tr>
<td>2</td>
<td>Common assessments have not been developed or consistently applied for EOC courses.</td>
<td>Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 4 and level 5 student progress.</td>
<td>English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers</td>
<td>Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.</td>
<td>Common Assessments and Common Assessment data</td>
</tr>
<tr>
<td>3</td>
<td>Teachers have not been trained to how to target students needing additional monitoring and support.</td>
<td>Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.</td>
<td>English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers</td>
<td>Principal and Assistant Principals will provide STAR training in PLT's.</td>
<td>Teachers will provide supervising Principal and Assistant Principals identified student lists.</td>
</tr>
<tr>
<td>4</td>
<td>Identification of students and their current achievement level in Geometry.</td>
<td>Analyze data to determine students at or above achievement level 4 in Geometry. Plan, deliver and</td>
<td>Geometry teachers Assistant Principal</td>
<td>Benchmark assessments Core K-12</td>
<td>EOC</td>
</tr>
</table>

measure targeted instruction.	

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Reduce the achievement gap in Geometry by 50% over six years. 3A :

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

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Geometry teachers Assistant Principal	Benchmark assessments Core K-12	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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Increase the percentage of ELL making satisfactory progress in Geometry.
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
	Identification of students in this	Analyze data to determine students in	Geometry teachers	Benchmark assessments Core K-12	EOC

	subgroup and their current degree of progress.	subgroup not making satisfactory progress and plan tiered intervention.	Assistant Principal		
1					

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Increase the percentage of SWD making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
%	%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Geometry teachers Assistant Principal	Benchmark assessments Core K-12	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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Increase the percentage of economically disadvantaged students making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
%	%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students in this subgroup and their current degree of progress.	Analyze data to determine students in subgroup not making satisfactory progress and plan tiered intervention.	Geometry teachers Assistant Principal	Benchmark assessments Core K-12	EOC

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data analysis using district data warehousing application (STAR)	All content areas; grades 9-12	Assistant Principals Technology Specialist	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals
Deliberate practices to improve teaching and learning	All content areas; grades 9-12	Assistant Principals; PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals
Understanding the achievement gap	All content areas; grades 9-12	Assistant Principals; PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals

Mathematics Budget:

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

NA	NA

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:	100% (1) student will maintain a level 7 or higher in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student achieved level 9 in science.	100% (1) student will maintain a level 7 or higher in science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require means for students to continue to maintain or grow on the special standards for science.	Teachers will review students' current achievement to select appropriate activities to support their attainment of the standards.	ESE teachers Assistant principal for ESE department	Standard-specific assessments	FAA

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	To raise the percentage of students achieving level 3 and above on the FCAT Science Test from 52% to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (178)are at level 3 or higher	60% (205)will be at 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	Students'ability to comprehend and evaluate complex texts across a range of types and disciplines do meet expected levels. Students'ability to construct effective arguments and convey intricate or multifaceted information in written and verbal communication does not meet expected levels.	Professional development will be provided to improve instruction in close reading through text coding.	Principal and Assistant Principals	Classroom observations and end of the year teacher survey will indicate an increase in awareness and utilization of subject specific reading strategies.	Teacher survey Classroom observation
2	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the strategy implementation.	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.
3	Common assessments have not been developed or consistently applied for EOC courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 2 and level 3 student progress.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments
4	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
5	Extended day support has been provided to students based on prior state assessments rather than multiple data sources such as common benchmark assessments,CORE K12 district assessments, and course performance.	Teachers will identify students not making adequate progress on benchmark assessments for participation in extended school day services.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Increased targeted student enrollment in extended day	Extended day enrollment
	Science instruction seldom includes the use of inquiry based	Implementation of inquiry based labs, scientific thinking	Science Teachers and Science	Benchmark test will be created to monitor student	FCAT Science Teacher made lab test

6	science, scientific thinking, and data based questioning and analysis strategies.	activities, and data based questioning and analysis.	department head	progress	
7	Students tend to lack the needed skills to effectively use scientific method in class.	Implementation of scientific thinking activities	Science Teachers and Science department head	Benchmark test will be created to monitor student progress	FCAT Science Teacher made benchmark test .
8	Students lack the needed analysis skills required in high school.	Implementation of data based questioning and analysis	Science Teachers and Science department head	Benchmark test will be created to monitor student progress	Teacher made benchmark test

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Data analysis using district data warehousing application (STAR)	All content areas; grades 9-12	Assistant Principals Technology Specialist	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals
Deliberate practices to improve teaching and	All content areas; grades 9-12	Assistant Principals PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant

learning						Principals
Understanding the achievement gap	All content areas; grades 9-12	Assistant Principals PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring at level 3.0 or higher will increase from 90% to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(330)are at level 3.0 or higher.	91%(398) will score at 3.0 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
	Students'ability to construct effective arguments and convey intricate or multifaceted information in written and verbal	1. Every student will write in every class every day. 2. All Professional Learning Teams will select a type of writing	Principal and Assistant Principals	Principal and Assistant Principals will monitor PLT logs and lesson plans for integration of writing.	Lesson Plans and Classroom observations.

| 1 | communication does not meet expected levels. | as an area of focus that is most applicable to the content area such as arguments, informative/explanatory texts, and narratives.
3. All teachers will provide students with the opportunity to develop writing skills within the content area through planning, revision, editing, and publishing.
4. All Professional Learning Teams will identify a writing-reading connection by requiring students to draw upon and write about evidence from literary and/or informational texts. | | | | |

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:	Students will maintain achievement level of 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student made level 9 in writing.	100% (1) student will maintain achievement level 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	Changes to student population will require additional needs analysis.	Provide student(s) opportunities to write and be evaluated using the rubric for FAA writing.	ESE teacher Assistant Principal	Comparative writing samples	FAA writing

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
Deliberate practices to improve teaching and learning	All content areas; grades 9-12	Assistant Principals PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals

Data analysis using district data warehousing application (STAR)	All content areas; grades 9-12	Assistant Principals Technology Specialist	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals
Understanding the achievement gap	All content areas; grades 9-12	Assistant Principals PLT leaders	PLTs of all teachers and administration	Weekly	PLT action plans Observations	PLT group leaders Principal Assistant Principals

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	(Field test year completed 2011-12.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
	Students'ability to comprehend and	Professional development will be	Principal and Assistant	Classroom observations and end of the year	Teacher survey Classroom

#					
1	evaluate complex texts across a range of types and disciplines do meet expected levels. Students'ability to construct effective arguments and convey intricate or multifaceted information in written and verbal communication does not meet expected levels.	provided to improve instruction in close reading through text coding.	Principals	teacher survey will indicate an increase in awareness and utilization of subject specific reading strategies.	observation
2	Consistently applied academic support is not available for all students.	Teachers will meet weekly in PLT's to 1. Use current data to identify an area of concern. 2. Develop a course of action and determine needed and available resources. 3. Implement a plan of action for identified focus area. 4. Determine the effectiveness of the course of action by developing a data driven monitoring plan that is measured at least monthly. 5.Reflect on the effectiveness of the strategy implementation.	Principal and Assistant Principals	Principal and Assistant Principals will meet monthly with instructional leaders to set expectations for PLT's. Principal and Assistant Principals will participate in PLT's ensure continuity.	PLT agenda and reflection logs will indicate that teachers have worked collaboratively to improve student learning through reflective practice.
3	Common assessments have not been developed or consistently applied for EOC courses.	Develop an Instructional Focus Calendar (IFC) with benchmark assessments to monitor targeted level 2 and level 3 student progress.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide additional planning time for teachers and monitor use of benchmark assessments.	Common Assessments
4	Teachers have not been trained to how to target students needing additional monitoring and support.	Teachers will be trained in STAR to identify level 2 students with the statistical potential to move to level 3.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Principal and Assistant Principals will provide STAR training in PLT's.	Teachers will provide supervising Principal and Assistant Principals identified student lists.
5	Extended day support has been provided to students based on prior state assessments rather than multiple data sources such as common benchmark assessments,CORE K12 district assessments, and course performance.	Teachers will identify students not making adequate progress on benchmark assessments for participation in extended school day services.	English I, English II,Algebra I teachers, Geometry teachers, Biology teachers, and American History teachers	Increased targeted student enrollment in extended day	Extended day enrollment

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:	(Field test year 2011-2012)
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

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
Implementation of Instructional Materials (adoption year)	U.S. History and all Social Studies	District and publisher	U.S. History teachers; teachers of other Social Studies subjects	Once per semester	Lesson plans infusing newly adopted instructional materials into standards-based lessons.	Department Chair Principal Assistant Principal

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	95% of students will have fewer than 10% absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% of students had fewer than 10% absences.	96% of students will have fewer than 10% absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
201 students	150 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Data not calculated for 2012	150 students

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	Coding for absences in TERMS do not clearly indicate if a student is late to school, skipping class, or absent all day.	School based staff will input specific codes into TERMS to specify type of period by period absences. L=Late (excused)or tardy to school, S=Skipping class or late to school, E=Excused full day absence, U=Unexcused full day absence.	Kathryn Leeper Assistant Principal RTI/School Discipline Team	Attendance Rosters will be run daily and absences will be corrected.	TERMS Daily Roster Report
2	Consequences for skipping are not consistently enforced by all teachers.	Skipping report will be run weekly in TERMS for the previous week. Instructional Assistants will consistently apply a tiered consequence based on student need.	Kathryn Leeper Assistant Principal RTI/School Discipline Team	Skipping Reports will be monitored and compared on a weekly basis and shared with RTI/School Discipline Team to monitor progress and problem solve solutions.	TERMS Skipping Reports
3	Tiered levels of supports for high absenteeism and truancy have not been established.	RTI/School Discipline Team will use attendance data to establish levels of support for students with high absenteeism or full day truancy.	Kathryn Leeper Assistant Principal RTI/School Discipline Team	Truancy and absenteeism will be monitored weekly and shared monthly with team from TERMS.	TERMS Attendance Reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	By July 2013, the percentage of students receiving an out of school suspension will decrease by 2%, and the in school suspension will decrease by 4%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
478	400
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
250	208

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
	199	150
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	127	96

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	Systemic school wide expectations have not been established.	Discipline/Leadership Team will develop school-wide behavior expectations.	Discipline/Leadership Team	School-wide expectations are defined and posted across the school campus in multiple settings.	Discipline Data
2	Systemic expectations for school wide and classroom behavior and classroom procedures have not been established and communicated.	All teachers will establish classroom processes and procedures that reflect school-wide expectations for student behavior coupled with planned strategies applied within classroom settings. Discipline/Leadership team will communicate behavioral data with the staff on a monthly basis.	LOLHS Administration, Teachers, and Staff	Classroom expectations are defined and provided through course syllabi and classroom instruction.	Syllabi
3	Clear guidelines for classroom managed and office managed consequences for behavior have not been establish.	Discipline/Leadership Team monitors identified strategies for classroom managed and office managed consequences and interventions.	Discipline/Leadership Team	Staff development regarding classroom managed and office managed behavior will be provided to staff.	Discipline Plan Minutes from faculty meeting within which the behavior plan is presented will be reviewed.
4	Rewards for positive behavior and academic success/progress are not systemic.	Discipline/Leadership Team will established tiered rewards for all students.			

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$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: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	89% percent of all students will meet graduation requirements.
2012 Current Dropout Rate: 1%	2013 Expected Dropout Rate: 1%
2012 Current Graduation Rate: 87.6%	2013 Expected Graduation Rate: 89%
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	Early Warning System has not been established to identify and monitor student progress toward graduation.	Guidance PLT will develop Early Warning System to identify students at risk by cohort and use guidance project to monitor progress toward that goal of increasing student performance.	9th -Kathryn Leeper, Assistant Principal 10th- Richard Bachelor, Assistant Principal and Jeanene Camp, Guidance Counselor 11th Marcy Maxwell, Assistant Principal and Lizette Ramos Guidance Counselor 12th Amy Riddle, Assistant Principal, and Chandra Harlan, Guidance Counselor IB Jeff Morgenstein, Assistant Principal, and Becky Gleaton.	Problem solving PLT meetings will include the Social Worker, School Psychologist and administration and meet weekly to monitor student progress and make adjustments to tiered supports.	Semester EWS data will indicate an increase of on track students.

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
			$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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By July 2013, the school will complete 100% of requirements to earn the Five Star School Award.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The school has not earned the Five Star School Award in 2012.	Earning the Five Star School Award in 2013 reflecting 3196 hours of parent involvement equaling the double of school enrollment criteria for Five Star.

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 do not want their parents involved when they reach high school.	The school will use various means of communication to alert the parents to various opportunities to increase their involvement at the school.	Administration, Volunteer coordinator	Monitor amount of hours submitted to the school each quarter and use the data to compare previous school year.	Registered volunteer district tracking system
2	Parents are not aware of ways that they may assist.	The school will use various means of communication to parents and convening of a parent committee to increase their involvement at the school.	Administration, Volunteer coordinator	Monitor number of events that parents assist to develop and deliver.	Event agendas
3	Parents do not have adequate information regarding post-secondary options and financial aid processes	Provide parent information night(s) for college, career, military, financial aid.	Career Specialist	Graduation exit survey	Attendance at event(s)

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
Five Star School Award Criteria; inservice on volunteerism as per Five Star requirements	All areas	Assistant Principal for Five Star/Volunteers	All staff	Faculty meeting semester 1	Volunteer database	Five Star/Volunteer committee

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase by 10% the number of students taking advanced science, technology, engineering and mathematics courses.

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	STEM leadership team is loosely defined	Explore enrollments and expectations for STEM coursework offerings.	Advanced Curriculum Committee Chair Assistant Principal for IB	Committee will meet monthly to develop action plan and feeder course expectations	Number of students enrolled in advanced STEM courses
	Potential students for STEM courses are not aware of the academic,	Convene an Advanced Curriculum Committee to promote earlier	Advanced Curriculum Committee Chair	Committee will meet monthly to develop action plan and feeder	Number of students enrolled in advanced

2	career and economic benefits of taking the classes.	courses as feeders for advanced STEM courses in IB, AP,and CTE.	Assistant Principal for IB	course expectations	STEM courses

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the awareness of and number of students participating in Culinary Arts Academy and the number of students taking and passing Industry Certification Exams.
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	Prospective students in the feeder pattern are not aware of program opportunities and transportation options.	Coordinate with feeder pattern middle schools to increase awareness through program information nights.	Richard Bachelor, Assistant Principal Chef Rigberg Chef Cooper	Annual monitoring of enrollment.	Annual review will indicate an increase of informational meetings.
2	Students must have comprehensive preparation for industry certification exams.	Articulate students through a multi-year plan of study in the academy.	Richard Bachelor, Assistant Principal Chef Rigberg Chef Cooper	Cohort number of students remaining in the academy.	Students on-track to take industry certification exams in current or subsequent years.

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	Data analysis reference resource	Driven by data: A guide to improve instruction	Internal	$238.20
Reading	Best practices reference resource	Assignments that Matter (ASCD)	Internal	$195.50
Reading	Video presentation and discussion	Motivating Black Males to Achieve in School and Life (ASCD)	Media	$129.00
CELLA	(Resources as recorded under Reading)			$0.00
Mathematics	(Resources as recorded under Reading)			$0.00
Science	(Resources as recorded under Reading)			$0.00
Writing	(Resources as recorded under Reading)			$0.00
U.S. History				$0.00
Attendance				$0.00
Suspension				$0.00
Dropout Prevention				$0.00
Parent Involvement				$0.00
STEM				$0.00
CTE				$0.00
				Subtotal: $562.70

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

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

Other				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $562.70

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment

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.

Projected use of SAC Funds	Amount
Classroom initiatives Curriculum expansion SIP data analysis teams (Note: Amount recorded is a projection to be revised as per final allocation provided.)	$8,000.00

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

Input on SIP
Input on budget
Discuss funding for classroom initiatives
Data review - multiple measures
Advanced Curriculum discussion and input
Parent involvement discussion and input
Recognition funds (as determined) input

AYP DATA

SCHOOL GRADE DATA

No Data Found

Pasco School District
LAND O' LAKES HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	87%	80%	60%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	80%			135	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?	36% (NO)	67% (YES)			103	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					539	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Pasco School District
LAND O' LAKES HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	84%	87%	57%	287	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	57%	73%			130	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?	43% (NO)	59% (YES)			102	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					529	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested