

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FLAGLER-PALM COAST HIGH SCHOOL

District Name: Flagler

Principal: Mr. Lynette Shott

SAC Chair: Mrs. Cornelia Manfre

Superintendent: Mrs. Janet Valentine

Date of School Board Approval: October 16, 2012

Last Modified on: 10/24/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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| 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 | Lynette Shott | Specialist in Educational Leadership North Florida University; MA Ed. Leadership from Nova Southeastern University; BS in Elementary Education from Flagler College | 3 | 3 | <p>Appointed principal at Flagler Palm Coast High School in July of 2012. School grade for 2010-2011 was a B, 2009-2010 was a B, up from a D in 2008-2009. The current grade is pending. Served as the Assistant Principal at FPCHS 2010-2012, District Reading Coordinator prior 5 years 2005 – 2010, and Reading Coach at Flagler Palm Coast High School 2004 - 2005, school grade of A.</p> <p>The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points are adjusted this year to compensate for the fact the science EOC was a first year exam and the passing point standard will be established for next year. Also, Math</p> |

| | | | | | |
|-----------------|-----------------|--|---|----|---|
| | | | | | scores no longer reflect all 9th/10th grades as we transition to EOC results). |
| Assis Principal | Travis Lee | B.S. from Florida A&M University; Masters from Nova Southeastern University; Educational Leadership, all levels. Leadership | 8 | 4 | Fourth year as assistant principal at Flagler Palm Coast High School. The school grade for 2010-2011 was a B, 2009-2010 was a B, up from a D in 2008-2009, 2007-2008 school grade of A and the current grade is pending. The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points are adjusted this year to compensate for the fact the science EOC was a first year exam and the passing point standard will be established for next year. Also, Math scores no longer reflect all 9th/10th grades as we transition to EOC results). |
| Assis Principal | Kevin McCarthy | B.A. American Studies, University of South Florida, B.F.A., Visual Design, University of Oregon, M.F.A., Photography and Design, San Francisco Art Institute, M.Ed., Educational Leadership, University of North Florida, Certified Educational Leadership and Art K-12, | 5 | 8 | Fifth year as assistant principal at Flagler Palm Coast High School. The school grade for 2010-2011 was a B, 2009-2010 was a B, up from a D in 2008-2009, 2007-2008 school grade of A and the current grade is pending. The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points are adjusted this year to compensate for the fact the science EOC was a first year exam and the passing point standard will be established for next year. Also, Math scores no longer reflect all 9th/10th grades as we transition to EOC results). |
| Assis Principal | Phyllis Pearson | B.S. from Florida State University; Masters from Nova Southeastern University; Educational Leadership K-12 | 3 | 12 | Second year assistant principal at Flagler Palm Coast High School. The school grade for 2009-2010 was a B, up from a D in 2008-2009, and the current school grade is pending. Data received to date indicates that that the percent of students meeting high standards in reading decreased by 2%, while the percent of students making learning gains in reading is up by 2% and the percent of students in the lowest quartile making reading gains increased by 8 %. There percent of students meeting high standards in math increased and there was a significant decrease in the percent of students in the lowest quartile making learning gains in math. There was a slight decrease in the percentage of students meeting high standards in science and writing. SWD group showed a decrease in performance in writing, and the economically disadvantaged and Black groups improved in performance in the area of writing. |
| Assis Principal | Carla Taylor | Professional Educator's Certificate: Educational Leadership (All levels)' Educational Media Specialist (Pre-kindergarten - | 1 | 5 | 2004-2005 Principal Cornerstone Elementary; Grade D; Percent Proficient: Reading 66; Math 52; Writing 52. 2005-2006 Assistant Principal Matanzas High School; Grade C; Percent Proficient: Reading 40; Math 71; Writing 80; 2006-2007 Principal Wadsworth Elementary School; Grade B; Made AYP. Percent proficient: Reading 86; Math 75; Writing 94; Science 55. 2007-2008 Principal Wadsworth Elementary School. Grade A. Percent Proficient: Reading 83; Math 77; Writing 97; Science 39. 2008-2010 Assistant Principal Pathways Academy. No Grade 2009-2011 Principal Pathways Academy. No Grade |

| | | | | | |
|-----------------|--------------|---|----|---|--|
| | | Grade 12); Elementary Education (Grades 1-6_ Primary Education (Grades K-3) | | | The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points are adjusted this year to compensate for the fact the science EOC was a first year exam and the passing point standard will be established for next year. Also, Math scores no longer reflect all 9th/10th grades as we transition to EOC results). |
| Assis Principal | Dusty Sims | Master in Educational Leadership from Nova Southeastern University; B.S. from Ball State University in Elementary Education | 8 | 2 | Second year as assistant principal at Flagler Palm Coast High School. The school grade for 2010-2011 was a B, 2009-2010 was a B, up from a D in 2008-2009. The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points are adjusted this year to compensate for the fact the science EOC was a first year exam and the passing point standard will be established for next year. Also, Math scores no longer reflect all 9th/10th grades as we transition to EOC results). |
| Assis Principal | Barbie Beach | B.A. in Math, M.S. in Educational Leadership | 10 | 2 | Second year as assistant principal at Flagler Palm Coast High School. The school grade for 2010-2011 was a B, 2009-2010 was a B, up from a D in 2008-2009. The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points |

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 | Sarah Poppe | BA in English Education from The College of New Jersey, MS in Reading Education from Nova Southeastern University | 7 | 6 | The school grade for 2010 – 2011 was a B grade, 2009-2010 was a B, up from a D in 2008-2009, The school grade for 2008-2009 was a D, current grade is pending. 2007-08 School grade of "A". The data showed that FPCHS's total FCAT points increased by 6 points this year. Students showing growth in the bottom quartile of reading increased by 4 percentage points. Every reading data point increased this year. The percentage making learning gains in math increased by 2 percentage points. (Note: Total points are adjusted this year to compensate for the fact the science EOC was a first year exam and the passing point standard will be established for next year. Also, Math scores no longer reflect all 9th/10th grades as we transition to EOC results). |
| Reading / Writing | Angela Reed | BS in English from Excelsior College, MS in Curriculum & Instruction from Nova Southeastern | 8 | 1 | The school grade for 2010 – 2011 was a B grade, 2009-2010 was a B, up from a D in 2008-2009, The school grade for 2008-2009 was a D, current grade is pending. 2007-08 School grade of "A". |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---------------------------|---|
| 1 | 1. Regular meetings with administrative staff | principal | on-going | |
| 2 | 2. Partnering new teachers with veteran staff | assistant principal | on-going | |
| 3 | 3. PLC's with LA, MA, SCI, SS, WL, FA, ESE, CTE | Reading Coach College/Career Readiness - Writing Coach Assistant Principal | On-going | |

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 |
|--|---|
| No data submitted | |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 124 | 2.4%(3) | 17.7%(22) | 41.1%(51) | 38.7%(48) | 34.7%(43) | 100.0% (124) | 9.7%(12) | 5.6%(7) | 8.9%(11) |

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 |
|-------------------|---------------------|--|--|
| Bernice Landry | John Masterpiero | Both work in the Math department and teach Geometry. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Melissa Bossardet | Steve VonGlahn | Both work in the Language Arts department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals. |
| Heidi Alves | Courtney VandeBunte | Both work in the science department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |

| | | | |
|-------------------|------------------------|---|--|
| Ruth Cheney | Thomas Paterno | Both work in the World Language department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Sarah Reckenwald | Kimberly Lee | Both work in the LA department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Steve DeAugustino | Tom Bartalota | Both work in the Physical Education department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Barbie Beach | James Hackett | Both work in the Math Department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Jim Seguine | Toby Kostewska | Both work in the Math Department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Erin Davis | Shakirah Hudson-Causin | Both work in the Math Department. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Steve DeAugustino | Grace Iorio | Both work in the Physical Education Department | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Deborah Ellis | Paula Kousounadis | Both are guidance counselors. | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Tom Snodgrass | Paul Lingard | Both teach ROTC | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |
| Monica James | Chelsea Schlafler | Art | PLC- New Teacher Orientation PLC PLC's in Content Area Sessions determined by individuals |

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 resources will be used with Title II and school resources to provide ongoing professional development for reading, math, writing, science, and social studies in the form of Professional Learning Communities and participation in state and national conferences. Professional Learning Communities will meet throughout the year to focus on developing and sharing best practices, aligning curriculum, developing common assessments, and reviewing student data to adjust instruction. Additionally, Title I will support increased parent involvement through supporting access to guidance personnel and other school resources in settings that are conducive to parent participation and accessibility.

Supplemental personnel for reading/language arts, ESE support and two graduation coaches will be utilized through the Title I grant. An additional classroom position targeted towards providing intensive reading instruction and a differentiated curriculum for students repeating English I has been included in the staffing plan. The graduation coaches will work specifically with an identified group of students to monitor academic progress and follow up on attendance and discipline concerns, have parent communication, serve as liaisons to ensure outside counseling is provided if needed, guide students toward post-secondary schooling/employment and direct students toward dual enrollment where appropriate. An ESE certified instructor will work with students on career prep and service learning projects to increase engagement, relevance, and interventions, with a goal towards increasing graduation rates for students with disabilities.

Title I also funds .50 of a District Curriculum Specialist and District Assessment Coordinator positions to work with and provide reading professional development for the Reading Coaches, classroom teachers and ESE teachers. They also work with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the District Strategic Plan, Reading Plan and School Improvement Plan. These positions also support data disaggregation and intervention for Response to Intervention.

Title I, Part C- Migrant

Flagler's migrant students are served through Alachua County with multiple counties participating. Students not served through that multi-county grant could receive some set aside from Title I. There is access to Full Service Schools for health and counseling issues. Our representative from the multi-county grant visits families and communicates with the Title I staff to resolve issues for students who do not have the necessary school supplies. Students who are considered migrant can access tutoring services through the Alachua County Migrant staff and through other sources available from the district.

Title I, Part D

Title II, Part D, technology works collaboratively with the Title II, Part A program to bring the newest technology and training to the teachers and students in the district. This grant was not re-funded.

Title II

Title II funds will be used in conjunction with school resources and Title I funds to provide ongoing professional development for core content courses in the form of Professional Learning Communities. Professional Learning Communities will meet throughout the year to focus on developing and sharing best practices, aligning curriculum, developing common assessments, and reviewing student data to adjust instruction.

Title III

Title III resources support supplemental materials for students specific to the intervention needs of ELL students. The grant also provides tutoring for high school ELL students in advanced placement classes, translation services, and subs for ELL teachers attending ELL trainings with District staff and for book studies.

Title X- Homeless

Flagler County is a sub-grant recipient of Title X. The funding from these grants pays 20% of the salary and travel for the Homeless/Parent Specialist who will work closely with the Title I Coordinator. All schools will be monitored by the Title I Homeless/Parent Specialist to be sure the needs of all homeless students are met. The Title I Coordinator meets with each Title I school on a monthly basis. During those meetings the homeless student counts are discussed. Academic needs and attendance issues are discussed for individual students who may require additional services. Appropriate contacts are made to be sure that homeless student needs are met. There may be a need for additional academic assistance, school materials, health needs or transportation issues. In such cases the Homeless/Parent Specialist is contacted and a referral is made to request the liaison to follow up on the needs. The Homeless/Parent Specialist makes visits to homeless families when the school requests a home visit or when a new homeless student registers and the family needs assistance in obtaining missing documents such as birth certificates, immunizations, and school physical forms. The Homeless Parent Specialist will build trust relationships with homeless students and families. The Homeless Parent Specialist will provide case management to unaccompanied 7th-12th grade homeless youth and make referrals for community agencies and services. This grant provides some monies for tutoring at risk homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide supplemental intervention in the areas of math, science, and language arts in the form of after school tutoring in the areas of math, science, and language arts.

Violence Prevention Programs

Safe Schools Allocation provides support through School Resource Officers. The school works collaboratively with the Flagler County Sheriff's Department and additional programs are provided by the Flagler County Teen Center who partners with schools throughout the district to provide additional programs to increase awareness and encourage prevention of substance abuse and the use of alcohol. Parent Involvement will be encouraged through the Title II, Title I and the Title IV dollars.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

The primary focus of the Perkins grant is to support Career and Technical Education (CTE) programs in the secondary schools. The funds will be used to provide professional development to CTE teachers and to help provide 21st century learning environments that result in strengthening the academic and career and technical skills of students participating in career and technical education programs.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Team: Beach, Simms, McCarthy, guidance counselors, Kathy Pry, Shoshana Mercado
 Also Tier 2 Teachers, Case Managers

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

Selected General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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

District Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Staffing Specialist: Provides quality services and expertise in collecting, implementing, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

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?

Flagler Palm Coast High School's Leadership Team will focus meetings around the question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

Flagler Palm Coast High School's Leadership Team will focus meetings around the question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

Students are identified for MTSS and tracked by case manager, behavior specialist, school psychologist, teacher. Data is reviewed by the team as needed. Once in tier 2 and above the team reviews each case at a minimum of 4.5 weeks, and adjusts interventions as needed.

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?

MTSS team supports the SIP by identifying and supporting struggling students. Data collected by the team has been used and will continue to be used to enhance existing supports and create new support systems as needed to improve student achievement. This in turn is one of the guiding principles of the SIP: supporting student achievement for all students.

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.

Data is collected by members of the MTSS team, typically by the case manager, behavior specialist, and/or intervention teacher. Regular progress monitoring assessments are used including school wide formative assessments such as FAIR as well as teacher generated assessments and this is compared to grade level/subject area trend lines. Grades, attendance, discipline, and behavior tracking data are also collected and reviewed. The district has adopted universal tracking forms that are used at each tier level so that there is consistency between grade levels, subject areas, and schools. This information is contained in the student's MTSS folder.

Describe the plan to train staff on MTSS.

The District MTSS team is comprised of at least one representative from each school. They meet monthly to review challenges and identify solutions to the implementation of MTSS. The District team also meets as Elementary and Secondary subcommittees to work on issues specific to those grade levels. The secondary team members from our school then work with our guidance staff, case managers, and teachers to ensure a smooth flow of delivery of the MTSS process. Additionally, the school is divided into Professional Learning Communities, and training is provided through that structure.

Describe the plan to support MTSS.

MTSS is an integral part of the school structure. The school has hired additional staff to track and support students in the process (Tier 2 intervention teachers, inclusion teachers, case managers). The school will continue to support the process both in how staff are utilized and through constant data reviews designed to improve quality of delivery.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is composed of the reading coach, College/Career Readiness - Writing Coach, one teacher from each content area, the media specialist, the Curriculum Assistant Principal, a representative from the ESE department, and a student representative.

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

The reading coach will facilitate monthly meetings and organize the activities that the Leadership Team initiates. Professional Learning Communities will aide as a time for the LLT to listen to teacher literacy concerns as well as collaborate to promote literacy through the content areas.

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

The LLT will focus on providing supports and interventions for students in the bottom quartile, promoting literacy across the content areas, and educating parents on resources available to support student success in advancing their high level thinking and overall academic performance outcomes.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Flagler Palm Coast High School is a Florida Reading Initiative School (FRI). Over 50% of the current faculty have participated in FRI training and have received extensive instruction in incorporating reading strategies into all content areas. Additionally, FPCHS employs a full time reading coach who provides ongoing professional development, side by side coaching, and continually models effective infusion of reading strategies in to all classes. Reading strategies are taught across the curriculum content areas during PLCs and implementation levels and needs monitored during team leader classroom walkthroughs and support provided as needed over the course of the school year.

*High Schools Only

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

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

All content areas promote rigor and relevance in their coursework. Training is provided on integrating relevant experiences into student's application of skills. Several courses are offered as dual blocked classes such as reading/English courses and English/Writing classes. Students who participate in industry certification programs have opportunities to take courses such as Advanced Algebra w/ Financial Applications. Service Learning programs provide a setting for identified students that infuse science, math, and language arts skills in an integrated setting designed around ecological issues.

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

All students complete an ePep prior to entering high school. Counselors work individually with students to ensure course selections are focused around the individual needs of students as identified by their short and long term academic and career goals.

All FPCHS freshmen students participate in our Freshman Success Transition to High School Program. Beginning in the spring before the freshmen enter high school, the counselors conduct an orientation to high school session at the middle school during the day. They meet with small groups of students to provide them with a comprehensive overview of high school, including steps to success beginning with course selection. Guidance then meets one-on-one with students and their parents in the evening to complete the course selection process and personally address parent and student questions and concerns. As a follow-up to these sessions, Student Government Association (SGA) members meet the incoming freshmen during their spring term at the middle school to train them in areas of school success, including how to achieve and maintain a high GPA. Incoming freshmen and their parents also participate in an evening Spring session conducted at the high school. During this session, all students and their parents receive information and are invited to join extra-curricular activities. To encourage the use of technology as an intricate part of student success at the high school level, several curricular programs are presented through an expose' highlighting technology integration across the curriculum. SGA members also conduct campus tours to further acclimate the students and their families to the campus. Prior to the opening of the new school year, a Welcome to FPCHS Freshmen night is also held.

During the first week of school FPC holds "Freshmen Success Day" as the next step in guiding and supporting our freshman through the process of transitioning successfully into their new high school environment. All freshmen participate in a grade level workshop, led by an inspirational motivational speaker. While in small groups freshmen participated in three concurrent sessions, a personal campus tour, participating in small group activities, and making the grade/GPA's.

The school has implemented the graduation coaches who will be working to support the students throughout their high school experiences toward setting and meeting their academic and overall success goals, graduating from high school college and career ready.

Grade level meetings are held to address the specific needs of students. Guidance counselors meet with students in the classroom setting about graduation requirements and course the course selection process. A major part of the course selection process involves the student reviewing their course selections prior to meeting individually with the counselor. Students have time to make adjustments in their schedule and are encouraged to follow-up with the counselor with questions or concerns.

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](#)

Based on the 2010 High School Feedback Report 55.5 percent of Flagler Graduates enrolled at a postsecondary institution in the fall. 72.1% of the students enrolled in fall postsecondary courses maintained a GPA of 2.0 or above. To assist in improving student readiness for postsecondary education the College Readiness Exam will be administered annually to assist in determining students in need of intervention. Based on PERT and SAT data students are provided further opportunity to enhance their readiness skills through our college readiness math and reading courses. All students in English 3 and English 4 are taught test-taking strategies for the SAT and /or ACT to help increase their performance outcomes on the college entrance assessments. Further, FPCHS has implemented two Graduation Coaches to help facilitate students setting and meeting their academic goals, increase attention to setting academic priorities and staying focused on producing quality work that results in increased GPA's. Additionally, a mentoring group is working with African American students to promote postsecondary education and assist in facilitating the process for enrollment. Also, guidance conducts on-going seminars for students on post-secondary and career readiness in the classroom and some evenings for students and parents. A representative from DSC is on campus and available during lunch or by appointment through guidance to assist students in the college application process. Students can receive assistance with any college application. The representative is also available to assist our seniors with scholarship application to DSC and other colleges at the request of the student.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

| | |
|--|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | In 2013 the number and percent of students scoring at or above Achievement Level 3 will increase 7%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 48 percent of 9th grade or 316 students and 46 percent of 10th grade, or 216 students, scored at or above Achievement Level 3 in Reading. | In 2013 the number and percent of students scoring at or above Level 3 in reading will increase by 7% to 55 % 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 | Increases in the complexity of the test questions. Higher order questioning techniques and questions | Implementation of Learning –Focused Strategies Continued training through PLC's in developing students critical thinking and problem solving skills Increase the use of formative assessment | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Review FAIR data reports to ensure teachers are providing interventions as determined by student need. Administration will use "look fors" and "ask fors" to monitor instructional focus during walkthroughs | Printout of FAIR assessments. Classroom assessments |
| 2 | AYP data indicates that the percent of students scoring below grade level is not decreasing at a significant rate in our economically disadvantaged and black population. | ESE support personnel are being utilized to provide push in support for reading intervention. An African American mentoring group has been established and is growing to provide additional support to this AYP cell. Students are placed in tiered intervention supports dependent upon their identified needs. After school tutoring is offered and transportation is provided. | Principal, Assistant Principals, Reading Coach | Review FAIR data reports to ensure teachers are providing interventions as determined by student need. Administration will use "look fors" and "ask fors" to monitor instructional focus during walkthroughs | Printout of FAIR assessments. Classroom assessments. |

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

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|---|--|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | ESE teachers are trained in Learning Focused strategies ESE teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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: | In 2013, students scoring at or above Achievement Level 4 in reading will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 19 percent (111 of 584) 9th grade students and 24% percent (132 of 549) 10th grade students scored at or above Achievement Level 4 in reading. | In 2013, students scoring at or above Achievement Level 4 in reading will increase to 25%. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|--|--|--|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Deeping students understanding – helping them to make connections among concepts and events | Questioning and discussion techniques will be used to help students develop critical thinking and problem solving skills Increase the use of formative assessment | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Classroom peer-visitations Classroom walkthroughs | Student work samples Student Assessments |

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

| | |
|--|--|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: | In 2013, the percent of students scoring at or above Level 7 in reading will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 33 percent or 4 of 12 students scored at or above Level 7 in reading. | In 2013, the percent of students scoring at or above Level 7 in reading will increase. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | Student need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | ESE teachers are trained in Learning Focused strategies ESE teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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: | In 2013, the percentage of students making learning gains in reading will increase by 6%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 58% of 9th and 10th grade students made learning gains in reading. | In 2013, 64% of 9th and 10th grade students made 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 | Review the number of students in intervention courses and repeating courses. | Monitor student progress in intervention and credit recovery courses. Increase the use of formative assessment | Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach | Classroom walk throughs Discuss student progress during PLCs | Fair Testing Reports Student Work Samples |

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

| | |
|--|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | In 2013, the number of students making learning gains on Florida Alternative Assessment in reading will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, seven of twelve students taking an alternative assessment had reading scores in both 2011 and 2012. Five of the seven students scored at the same performance level in both years, one of the students decreased from Level 8 to Level 7 and one of the students increased one level, from Level 6 to Level 8. In 2013, all matching students will stay at the same level of improve. | In 2013, the number of students making learning gains on Florida Alternative |

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 need to be engaged in critical thinking activities | ESE teachers are trained in Learning Focused strategies | Principal, Assistant Principals, Reading Coach, | Student increased levels of engagement | Student work samples |

| | | | | | |
|---|---|--|--|---------------------|----------------------------|
| 1 | Students need more interactive hands on and computer based learning activities. | ESE teachers are trained in best practices through PLC's | College/Career Readiness - Writing Coach | Student achievement | Student assessment reports |
|---|---|--|--|---------------------|----------------------------|

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: | In 2013, the percent of students in the lowest quartile making learning gains in reading will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 56 % of students in the lowest quartile made learning gains in reading. | In 2013, the students in the lowest quartile making learning gains in reading will increase by 7%. |

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 | Number of students in various demographic groups with different learning needs | Use of accommodations and extended academic supports to meet the different academic needs of students. | Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach | Student progress monitoring | Fair Testing Reports Read 180 Reports Assessments |

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 # In order to reduce the achievement gap by 50%, the percentage of students scoring at level 3 will increase on average by 6% each year over the next six years. | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 48% | 54% | 60% | 66% | 72% | |

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 percentage of students meeting satisfactory progress in reading will increase by 7%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 44 % Black: 76% Hispanic: 60 % Asian: 36 % American Indian: NA | In 2013 White: 37% Black: 69% Hispanic: 53% Asian: 29% American Indian: NA |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|---|
| 1 | <p>Black and Hispanic student groups are showing a need for improvement in the area of reading.</p> <p>Teachers need to be familiar with Annual Measurable Objectives (AMO's)</p> <p>Teachers need to know how to access student data in Performance Matters</p> | <p>Use of progress monitoring data to differentiate instruction</p> <p>Data Discussions among teachers and between teachers and team leaders/academic coaches/counselors will focus on individual student performance beyond large group trend data</p> <p>Teachers provide rigorous instruction that includes exposure to reading more technical print/informational text</p> <p>Use of on-going formative assessment</p> <p>Teachers will continue to be trained on how to use Performance Matters to gather student data to guide their teaching and student learning activities</p> <p>Engage students in the process of monitoring their progress toward mastery/proficiency in reading</p> | <p>Principal Assistant Principals</p> <p>Reading Coach College/Career Readiness - Writing Coach</p> | <p>Use of Essential Questions noted through walkthroughs</p> | <p>Essential questions posted where students can engage with them throughout the lesson</p> <p>Student sample work</p> <p>Progress monitoring reports</p> |

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

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | In 2013, the percent of ELL students not making satisfactory progress in reading will decrease. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 72% of the ELL student group did not make satisfactory progress in reading. | In 2013, the percent of ELL students making satisfactory progress in reading will be below the state average. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | | | | | |
| 2 | <p>Students need to be engaged in critical thinking activities</p> <p>Students need more interactive hands on and computer based learning activities.</p> | <p>Teachers are trained in Learning Focused strategies</p> <p>Teachers are trained in best practices through PLC's</p> | <p>Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach</p> | <p>Student increased levels of engagement</p> <p>Student achievement</p> | <p>Student work samples</p> <p>Student assessment reports</p> |

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

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | In 2013, the percent of SWD students not making satisfactory progress in reading will decrease. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 72% of the SWD student group did not make satisfactory progress in reading.. | In 2013, the percent of SWD students not making satisfactory progress in reading will decrease below the state average. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | In 2013, the percent of ED students not making satisfactory progress in reading will decrease. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 40% of the SWD student group did not make satisfactory progress in reading. | In 2013, the percent of ED students not making satisfactory progress in reading will decrease below the state average. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment 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 |
|---|--|---|--|--|--|---|
| New Technology Concepts Use of Skyward/Edmodo/ Mac Apps/Google Docs | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Summer PLC Planning Session | All Grade Levels/ Math, LA, SCI, SS, Rdg, Writing, | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Reading Coach, College/Career Readiness - Writing Coach, Teachers in LA, Math, SS, SCI, Reading, Writing | August 6th – 7th | PLC Calendar and Agendas for 2012-2013 | Principal Assistant Principal-Curriculum |
| Revisiting Learning Focused Strategies Collins Writing Types Differentiated Instruction/ Reflection | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Data Teams Formative Data Mini Assessments Higher Level Writing | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Vary Assessments Florida Achieves Performance Matters | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Vary Assessments Florida Achieves Performance Matters | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| PBS Drop-Out Prevention | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| | | | | | Classroom Walkthrough | |

| | | | | | | |
|---|--|--|---|---|---|--|
| Peer Study Cross – Content Lessons /Partnerships | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
|---|--|--|---|---|---|--|

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|----------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers | Read 180 | General Fund | \$26,000.00 |
| | | | Subtotal: \$26,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Professional Learning Communities (PLC's) (LA, Math, Science, CTE, FA, ESE) | On-site training with principal, academic coaches, assistant principals | Title 1 | \$2,500.00 |
| | | | Subtotal: \$2,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| State Conferences (Math, TESOL, FETC) | Workshops | Title 1 | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| | | | Grand Total: \$30,500.00 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

| | |
|---|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
| 1. Students scoring proficient in listening/speaking. CELLA Goal # 1: | In 2013, the percent of students scoring proficient in listening/speaking on CELLA will increase. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| In 2012, 10% of ninth grade students, 50% of tenth grade students, and 60% of eleventh grade students taking CELLA were proficient in the area of 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 | <p>Time is needed for students to acclimate to the language and the school culture.</p> <p>Students need to expand their listening, speaking, reading and writing skills</p> | <p>ELL Students have immediate and on-going contact with ELL teacher and assistant.</p> <p>Engage in critical thinking activities using increased dialogue and with peers and teachers and increased written responses to assessment prompts</p> <p>Students can chose to be paired with a peer</p> <p>Students have LA and Reading Classes where needed</p> | <p>Assistant Principal</p> <p>Guidance Counselor</p> <p>ELL Teacher</p> | <p>ELL teacher and Guidance will follow-up with student</p> <p>Classroom Walkthroughs</p> | <p>Assessment Results (CELLA)</p> <p>Attendance reports</p> <p>Discipline Reports</p> |

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:

In 2013, the percent of students scoring proficient in reading on CELLA will increase.

2012 Current Percent of Students Proficient in reading:

In 2012, ninth grade students did not show growth in this area, 17 % of tenth grade students, and 30% of eleventh grade students taking CELLA were proficient in the area of 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 | <p>Time is needed for students to acclimate to the language and the school culture.</p> <p>Students need to expand their listening, speaking, reading and writing skills</p> | <p>ELL Students have immediate and on-going contact with ELL teacher and assistant.</p> <p>Engage in critical thinking activities using increased dialogue and with peers and teachers and increased written responses to assessment prompts</p> <p>Students can chose to be paired with a peer</p> <p>Students have LA and Reading Classes where needed</p> | <p>Assistant Principal</p> <p>Guidance Counselor</p> <p>ELL Teacher</p> | <p>ELL teacher and Guidance will follow-up with student</p> <p>Classroom Walkthroughs</p> | <p>Assessment Results (CELLA)</p> <p>Attendance reports</p> <p>Discipline Reports</p> |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013, the percent of students scoring proficient in writing on CELLA will increase.

2012 Current Percent of Students Proficient in writing:

In 2012, based on fewer than 10 ninth grade students testing, scores were (NR) in this area, 17 % of tenth grade students, and 20% of eleventh grade students taking CELLA were proficient in the area of 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 | <p>Time is needed for students to acclimate to the language and the school culture.</p> <p>Students need to expand their listening, speaking, reading and writing skills</p> | <p>ELL Students have immediate and on-going contact with ELL teacher and assistant.</p> <p>Engage in critical thinking activities using increased dialogue and with peers and teachers and increased written responses to assessment prompts</p> <p>Students can chose to be paired with a peer</p> <p>Students have LA and Reading Classes where needed</p> | <p>Assistant Principal</p> <p>Guidance Counselor</p> <p>ELL Teacher</p> | <p>ELL teacher and Guidance will follow-up with student</p> <p>Classroom Walkthroughs</p> | <p>Assessment Results (CELLA)</p> <p>Attendance reports</p> <p>Discipline Reports</p> |

CELLA Budget:

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

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: | In 2013, the students scoring at levels 4, 5, and 6 on Florida Alternative Assessment will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 41.66 % or 5 of 12 students scored at Levels 4,5, and 6 in math. | In 2013, the students scoring at levels 4, 5, and 6 on Florida Alternative Assessment will increase by 10 percent. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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: | In 2013, the students scoring at or above level 7 on Florida Alternative Assessment will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 25 % or 3 of 12 students scored at level 7 or above. | In 2013, students scoring at or above level 7 on Florida Alternative Assessment will increase by 10 %. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|--|
| 1 | Student need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | ESE teachers are trained in Learning Focused strategies ESE teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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: | | In 2013, the percentage of students making learning gains on Florida Alternative Assessment in math will increase. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| In 2012, seven of twelve students taking an alternative assessment had math scores in both 2011 and 2012. Three of the seven students scored at the same performance level in both years, three of the students decreased from Level 8 to 7, Level 6 to Level 5 and level 2 to level 1 and one of the students increased one level, from Level 5 to Level 6. | | In 2013, the percentage of students making learning gains on Florida Alternative Assessment in math will increase by 10%. All matching students will stay at the same level or improve. | | | |
| 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 in various demographic groups with different learning needs | Use of accommodations and extended academic supports to meet the different academic needs of students. | Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach | Student progress monitoring | Fair Testing Reports Progress Monitoring Reports |

High School Mathematics AMO Goals

| | | | | | | |
|--|----------------------|---|----------------------|----------------------|----------------------|----------------------|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | | | | | | |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Mathematics Goal # <input type="text"/> 5A : <input type="text"/> | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

| | | | | | |
|---|---------------------|----------|--|---|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | | | In 2013, the percent of growth among each student group making satisfactory progress on the Algebra EOC will increase. | | |
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | | |
| White: 38% Black: 57% Hispanic: 37% Asian: 22% American Indian: NA | | | White: 35% Black: 50% Hispanic: 34% Asian: 20% American Indian: 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 | The Black student group does not show the level of progress needed to meet satisfactory on the Algebra EOC. | Use of progress monitoring data to differentiate instruction | Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach | Use of Essential Questions noted through walkthroughs | 5B.1. Black and Hispanic student groups are showing a need for improvement in the area of reading. Teachers need to be familiar with Annual Measurable Objectives Teachers need to know how to access student data in Performance Matters |
| | Students need to be engaged in problem solving and critical thinking learning activities that emphasize depth over breadth, allowing students to exercise choice and be cognitively engaged. | Data Discussions among teachers and between teachers and team leaders/academic coaches/counselors | | | |
| | Teachers need to be familiar with Annual Measurable Objectives | Teachers provide rigorous instruction that includes exposure to reading more technical print/informational text | | | |
| | Teachers need to know how to access student data in Performance Matters | Use of on-going formative assessment | | | |
| | | Teachers will engage students in problem solving and critical thinking learning activities that will emphasize depth over breadth, allowing students to exercise choice and be more cognitively engaged. | | | |
| | | Teachers will continue to be trained on how to use Performance Matters to gather student data to guide their teaching and student learning activities | | | |
| | | Engage students in the process of monitoring their progress toward mastery/proficiency in reading | | | |

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

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | In 2013, the percent of ELL students making satisfactory progress in Algebra 1 will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA – student count does not meet the reporting criteria | In 2013, the percent of ELL students making satisfactory progress in Algebra 1 meet the state average. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | In 2013, the percent of SWD students not making satisfactory progress in Algebra 1 will decrease. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2112, 61% of SWD students did not show satisfactory progress in Algebra 1. | In 2013, the percent of SWD students not making satisfactory progress in Algebra 1 will decrease below the state average. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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

| | |
|--|--|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | In 2013, the percent of ED students not making satisfactory progress in Algebra 1 will decrease. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2112, 46% of ED students did not show satisfactory progress in Algebra 1. | In 2013, the percent of ED students not making satisfactory progress in Algebra 1 will decrease below the state average. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

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: | In 2013, students scoring at Achievement Level 3 in Algebra 1 will increase by 7%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 56.5% (231) 9th grade students and 41% (57) 10th grade students scored at level 3 or above in Algebra 1. | In 2013, the percent of 9th grade students scoring at level 3 or above in Algebra 1 will be 63.5 % and 48% of 10th grade 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 | EOC's are CBT, students need to be very familiar with the on-line tools and types of questions High level questioning may not be a consistent part of the student's daily lessons Higher level questions often have multiple correct answers | Students will practice accessing and using the on-line calculator and a hand-held calculator. Students will complete the practice problems and view the worksheet on line in order to maximize the use of the document during testing All students taking a computer-based assessment will need practice that allows them to be familiar with the tools and platform. Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis. | Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach | Performance Matter Progress Monitoring data Mid-term and Final Exam data Florida Achieves and informal assessments through embedded writing will assist in monitoring ongoing progress | Algebra EOC data |

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

| | |
|---|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2: | In 2013, the percent of students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase by 7 %. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 6.29% (26) 9th grade students and 4% (6) 10th grade students scored at or above Level 4 and 5 in Algebra 1 | In 2013, the percent of 9th grade students scoring at or above Achievement Levels 4 and 5 will be 13.29% and 11% for 10th grade 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 |
|--|---|---|--|---|--------------------|
| | EOC's are CBT, students need to be very familiar with the on-line tools and types of questions. | Students will practice accessing and using the on-line calculator and a hand-held calculator. | Principal Assistant Principals Reading Coach College/Career | Performance Matter Progress Monitoring data Mid-term and Final | Algebra 1 EOC data |

| | | | | |
|---|---|--|----------------------------------|------------------|
| 1 | <p>High level questioning may not be a consistent part of the student's daily lessons</p> <p>Higher level questions often have multiple correct answers</p> <p>Students often struggle with test preparation/test-taking skills low</p> <p>Diagrams are a major part of most standardized assessments</p> | <p>Students will complete the practice problems and view the worksheet on line in order to maximize the use of the document during testing</p> | <p>Readiness - Writing Coach</p> | <p>Exam data</p> |
|---|---|--|----------------------------------|------------------|

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

| | |
|---|--|
| <p>1. Students scoring at Achievement Level 3 in Geometry.</p> <p>Geometry Goal #1:</p> | <p>In 2013, the percent of students scoring at a passing level of 3 or above in Geometry will exceed the state averages.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>In 2012, the mean scale score for students on the GeometryEOC was 50%.</p> | <p>In 2013, the percent of students scoring at a passing level of 3 or above in Geometry will exceed the state averages.</p> |

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 |
|--|--|--|--|--|--------------------------|
| | <p>EOC's are CBT, students need to be very familiar with the on-line tools and types of questions.</p> <p>High level questioning may not be a consistent part of the student's daily lessons</p> <p>Higher level questions often have multiple correct answers</p> <p>Students often struggle with test preparation/test-taking skills low</p> <p>Diagrams are a major part of most standardized assessments</p> | <p>Students will practice accessing and using the on-line calculator and a hand-held calculator.</p> <p>Students will complete the practice problems and view the worksheet on line in order to maximize the use of the document during testing</p> <p>All students taking a computer-based assessment will need practice that allows them to be familiar with the tools and platform.</p> <p>Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis.</p> | <p>Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach</p> | <p>Performance Matter Progress Monitoring data</p> <p>Mid-term and Final Exam data</p> | <p>Geometry EOC data</p> |

| | | | | |
|---|--|---|--|--|
| 1 | | <p>Students will practice problem solving strategies in the process of explaining how they came up with their responses to questions</p> <p>Students will practice effective test-taking strategies</p> <p>Teachers will use a variety of questions to challenge student thinking and students can formulate questions that can be used to engage peers in discussion</p> <p>Teacher will design student assessments using diagrams and students will explain their findings/answers using graphic organizers</p> | | |
|---|--|---|--|--|

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: | In 2013, the percent of students scoring in the top third on the Geometry EOC will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, students scoring in the top third on the Geometry EOC were 31% (136 of 440 students). | In 2013, the percent of students scoring in the top third will increase by 10% (from 31% to 41%) or 226 of 500 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 | Deeping students understanding – helping them to make connections among concepts and events | <p>Questioning and discussion techniques will be used to help students develop critical thinking and problem solving skills</p> <p>Increase the use of formative assessment</p> | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | <p>Classroom peer-visitations</p> <p>Classroom walkthroughs</p> | <p>Student work samples</p> <p>Student Assessments</p> |

End of Geometry EOC Goals

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

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

| | | | | | |
|--|--|--|--|--------------|--|
| | | | | Target Dates | |
|--|--|--|--|--------------|--|

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|--|---|--|---|---|---|
| Summer PLC Planning Session | All Grade Levels/ Math, LA, SCI, SS, Rdg, Writing, | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Reading Coach, College/Career Readiness - Writing Coach, Teachers in LA, Math, SS, SCI, Reading, Writing | August 6th – 7th | PLC Calendar and Agendas for 2012-2013 | Principal Assistant Principal-Curriculum |
| PBS Drop-Out Prevention | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| New Technology Concepts Use of Skyward/Edmodo/ Mac Apps/Google Docs | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Reflection / Revisiting Learning Focused Strategies Collins Writing Types Differentiated Instruction | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Data Teams Formative Data Mini Assessments Higher Level Writing | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| PBS Drop-Out Prevention | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Peer Study Cross – Content Lessons /Partners | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---------------------|--------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| State Conferences (Math, TESOL, FETC) | Workshops | Title I & Title III | \$2,000.00 |
| Professional Learning Communities (PLC's) (LA, Math, Science, CTE, FA, ESE) | On-site training with principal, academic coaches, assistant principals | Title 1 | \$2,500.00 |
| | | | Subtotal: \$4,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$4,500.00 |

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: | | In 2013, students scoring at levels 4, 5, and 6 on Florida Alternative Assessment in science will increase. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| In 2012, of 7 students tested, 2 students scored at levels 4, 5, and 6 in science | | In 2013, students scoring at levels 4, 5, and 6 on Florida Alternative Assessment in science will increase by 10%. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | Student work samples Student assessment reports |

| | |
|--|---|
| 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: | In 2013, students scoring at or above level 7 on Florida Alternative Assessment will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, of 7 students tested, no students scored at or above level 7 in science. | In 2013, students scoring at or above level 7 on Florida Alternative Assessment will increase by 10%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|----------------------------|
| 1 | Student need to engaged in critical thinking activities | ESE teachers are trained in Learning Focused strategies | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement | Student work samples |
| | Students need more interactive hands on and computer based learning activities. | ESE teachers are trained in best practices through PLC's | | Student achievement | Student assessment reports |

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: | In 2013, the percent of students scoring at a passing level of 3 or above in Biology will exceed the state averages. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, the mean scale score for students on the Biology 1EOC was 48% | In 2013, the percent of students scoring at a passing level of 3 or above in Biology will exceed the state averages. |

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 |
|--|---|--|---|---|------------------|
| | EOC's are CBT, students need to be very familiar with the on-line tools and types of questions. | Students will practice accessing and using the on-line calculator and a hand-held calculator. | Principal Assistant Principals Reading Coach College/Career Readiness - Writing Coach | Performance Matter Progress Monitoring data | Biology EOC data |
| | High level questioning may not be a consistent part of the student's daily lessons | Students will complete the practice problems and view the worksheet on line in order to maximize the | | Mid-term and Final Exam data | |

| | | | | | |
|---|--|---|--|--|--|
| 1 | <p>Higher level questions often have multiple correct answers</p> <p>Students often struggle with test preparation/test-taking skills low</p> <p>Diagrams are a major part of most testing</p> | <p>use of the document during testing</p> <p>All students taking a computer-based assessment will need practice that allows them to be familiar with the tools and platform.</p> <p>Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis.</p> <p>Students will practice problem solving strategies in the process of explaining how they came up with their responses to questions</p> <p>Students will practice effective test-taking strategies</p> <p>Teachers will use a variety of questions to challenge student thinking and students can formulate questions that can be used to engage peers in discussion</p> <p>Teachers will design student assessments using diagrams and students will explain their findings/answers using graphic organizers</p> | | | |
|---|--|---|--|--|--|

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: | In 2013, the percent of students scoring in the top third on the Biology EOC will increase by 7%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, the percent of students scoring in the top third on the Biology EOC was 29% (318 of 1096 students). | In 2013, the percent of students scoring in the top third will increase by 7% (from 29% to 36%) or 198 of 550 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 |
|--|---|---|--|--|------------------|
| | EOC's are CBT, students need to be very familiar with the on-line tools and types | Students will practice accessing and using the on-line calculator and a hand-held calculator. | Principal Assistant Principals Reading Coach College/Career | Performance Matter Progress Monitoring data Mid-term and Final | Biology EOC data |

| | | | | |
|---|--|---|------------------------------|-----------|
| 1 | of questions. | | Readiness - Writing Coach | Exam data |
| | High level questioning may not be a consistent part of the student's daily lessons | Students will complete the practice problems and view the worksheet on line in order to maximize the use of the document during testing | | |
| | Higher level questions often have multiple correct answers | All students taking a computer-based assessment will need practice that allows them to be familiar with the tools and platform. | | |
| | Students often struggle with test preparation/test-taking skills low | Students will be challenged to think, as the teacher will employ a variety of questioning levels on a daily basis. | | |
| | Diagrams are a major part of most standardized assessments | Students will practice problem solving strategies in the process of explaining how they came up with their responses to questions | | |
| | | Students will practice effective test-taking strategies | | |
| | Teachers will use a variety of questions to challenge student thinking and students can formulate questions that can be used to engage peers in discussion | | | |
| | Teachers will design student assessments using diagrams and students will explain their findings/answers using graphic organizers | | | |

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 |
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|

| | | | | | | |
|---|---|--|--|---|---|--|
| Reflection / Revisiting Learning Focused Strategies Collins Writing Types Differentiated Instruction | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| Data Teams Formative Data Mini Assessments Higher Level Writing | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| Summer PLC Planning Session | All Grade Levels/ Math, LA, SCI, SS, Rdg, Writing, | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Reading Coach, College/Career Readiness - Writing Coach, Teachers in LA, Math, SS, SCI, Reading, Writing | August 6th – 7th | PLC Calendar and Agendas for 2012-2013 | Principal Assistant Principal- Curriculum |
| Vary Assessments Florida Achieves Performance Matters | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| PBS Drop-Out Prevention | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| Peer Study Cross – Content Lessons /Partnerships | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| New Technology Concepts Use of Skyward/Edmodo/ Mac Apps/Google Docs | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |

Science Budget:

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

| Technology | | | |
|---|---|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Professional Learning Communities (PLC's) (LA, Math, Science, CTE, FA, ESE) | On-site training with principal, academic coaches, assistant principals | Title 1 | \$2,500.00 |
| | | | Subtotal: \$2,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$2,500.00 |

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: | | In 2013, students scoring at Level 3 or higher in writing will increase. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| In 2012, 86.7% /460 students scored at Level 3 or higher in writing. | | In 2013, 88% of students will score at Level 3 or higher 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 | Implement Collins Writing strategies | Teachers across the curriculum will teach students effective writing strategies through the Collins Writing Model. | College/Career Readiness - Writing Coach Reading Coach | Through classroom walkthroughs and follow-up discussions with teachers | Student Assessment data from Write Score Student Writing Samples |

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | In 2013, students scoring at 4 or higher in writing on Florida Alternative Assessment will increase. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, of 6 students tested 50 % or three students scored levels 4 or higher in writing. | In 2013, students scoring at levels 4 or higher in writing on Florida Alternative Assessment will increase by 10%. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|---|--|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students need to be engaged in critical thinking activities Students need more interactive hands on and computer based learning activities. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's | Principal, Assistant Principals, Reading Coach, College/Career Readiness - Writing Coach | Student increased levels of engagement Student achievement | FCAT Writes data Student work samples Student assessment 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 |
|--|--|---|--|--|--|---|
| Summer PLC Planning Session | All Grade Levels/ Math, LA, SCI, SS, Rdg, Writing, | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Reading Coach, College/Career Readiness - Writing Coach, Teachers in LA, Math, SS, SCI, Reading, Writing | August 6th – 7th | PLC Calendar and Agendas for 2012-2013 | Principal Assistant Principal-Curriculum |
| Vary Assessments Florida Achieves Performance Matters | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| PBS Drop-Out Prevention | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Reflection / Revisiting Learning Focused Strategies Collins Writing Types Differentiated Instruction | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| | | | | | Classroom | |

| | | | | | | |
|--|--|--|---|---|---|--|
| Data Teams Formative Data Mini Assessments Higher Level Writing | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| Peer Study Cross – Content Lessons /Partnerships | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |
| New Technology Concepts Use of Skyward/Edmodo/ Mac Apps/Google Docs | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid- term and Final Exams Student Assessment Data Reports | Principal Assistant Principal- Curriculum |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|------------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Implement Write Score as progress monitoring strategy. | Write Score progress monitor | General Fund | \$5,312.00 |
| | | | Subtotal: \$5,312.00 |
| 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: \$5,312.00 |

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History.

2012 – 2013 is the initial year for the U.S. History EOC. A passing score and achievement levels will not be reported

| | |
|------------------------------------|--|
| U.S. History Goal #1: | until 2013-2014. Scores will be reported in thirds. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not available. | Students scoring in levels 2 and 3 will exceed state averages. |

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 | Educating staff and students thoroughly on test specifications and level of content acquisition necessary to achieve the highest levels of achievement on the EOC. | Teachers are trained in Learning Focused strategies Teachers are trained in best practices through PLC's Tutoring opportunities | College/Career Readiness - Writing Coach Reading Coach | Through classroom walkthroughs and follow-up discussions with teachers | 1A.1. US History EOC data |

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

| | |
|--|-------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: | Not Applicable at this time. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable at this time. | Not Applicable at this time. |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| | | | | | | |

| | | | | | | |
|--|--|---|--|--|--|--|
| Summer PLC Planning Session | All Grade Levels/ Math, LA, SCI, SS, Rdg, Writing, | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Reading Coach, College/Career Readiness - Writing Coach, Teachers in LA, Math, SS, SCI, Reading, Writing | August 6th – 7th | PLC Calendar and Agendas for 2012-2013 | Principal Assistant Principal-Curriculum |
| Reflection / Revisiting Learning Focused Strategies Collins Writing Types Differentiated Instruction | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Vary Assessments Florida Achieves Performance Matters | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| New Technology Concepts Use of Skyward/Edmodo/ Mac Apps/Google Docs | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Data Teams Formative Data Mini Assessments Higher Level Writing | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| PBS Drop-Out Prevention | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |
| Peer Study Cross – Content Lessons /Partnerships | LA, Math, SCI, SS, FA, WL, ESE & CTE | Assistant Principal – Curriculum, Reading Coach, College/Career Readiness - Writing Coach | Academic Coaches, Curriculum AP, Principal, APs, LA, Math, SCI, SS, FA, WL, ESE & CTE | September – November January – February, May | Classroom Walkthrough Peer Visitations Shared Best Practices Common Mid-term and Final Exams Student Assessment Data Reports | Principal Assistant Principal-Curriculum |

U.S. History Budget:

| Evidence-based Program(s) /Material(s) | | | |
|---|--|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Implementation of State Approved U.S. History Program - | US History 1850 to the Present, Prentice Hall, 2013. | District Funds | \$35,000.00 |

| | | | |
|---------------------------------|--------------------------|----------------|---------------------------------|
| | | | Subtotal: \$35,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$35,000.00 |

End of U.S. History EOC Goals

Attendance Goal(s)

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

| | | | | | |
|---|--|---|---|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
| 1. Attendance Attendance Goal # 1: | | Time on task is a critical component of student success and student attendance is critical for student growth. In 2013, the attendance rate will increase. | | | |
| 2012 Current Attendance Rate: | | 2013 Expected Attendance Rate: | | | |
| In 2012, the attendance rate was 93.567 %. | | In 2013, the attendance rate will increase to 94% or higher. | | | |
| 2012 Current Number of Students with Excessive Absences (10 or more) | | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | |
| In 2012, the number of students with excessive absences was 1185. | | In 2013, the number of students with excessive absences will decrease by 15%. | | | |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | |
| In 2012, 187 students had excessive tardies. | | In 2013, the number of students with excessive tardies will decrease by 15 %. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | Student academics suffer based on lack of attendance. Parents need to be more aware of student lack of attendance Family hardships | Encouraging teachers to monitor student academic progress and teach students how to use skyward to monitor their progress daily and weekly. Guidance to hold SST's | Attendance office, Guidance, Teachers, Graduation Coaches, and PBS Team | SST meeting held as soon as Truancy Report is updated. Student placement adjusted when needed PBS Team meetings | Daily Student Attendance Report Truancy and SST Reports PBS Reports |

| | | | | |
|---|--|--|--|--|
| 1 | | <p>guided by the data on the weekly Truancy Logs.</p> <p>Attendance, teachers, guidance, administration, and the district to support families to improve student attendance.</p> | | |
|---|--|--|--|--|

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| PBS | All grade levels | Assistant Principal - PBS | School-wide | On-going throughout school year | PBS School – Wide Plan | Assistant Principal |

Attendance Budget:

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

Resources and interventions are focused on maintaining

| | |
|--|--|
| 1. Suspension Suspension Goal # 1: | student time on task in the classroom while maintaining a safe and productive environment. Through the implementation of Positive Behavior Supports, mentoring programs, and close monitoring of student data FPCHS will reduce the number of suspensions for the 2012-2013 school year. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| In 2012, the number of in-school suspensions was 1240. | In 2013, the number of in-school suspensions will decrease by 15%. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| In 2012, the number of students suspended in school was 963. | In 2013, the number of students suspended in school will decrease by 15%. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| In 2012, the number of out of school suspensions was 732. | In 2013, the number of out of school suspensions will decrease by 15%. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| In 2012, the number of students suspended out of school was 588. | In 2013, the number of students suspended out school will be decreased by 15%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|-------------------------------------|
| 1 | Students have inappropriate social skills. | Positive Behavior Supports is being implemented at FPCHS. Through positive rewards, common expectations, and providing behavior interventions a proactive approach to discipline is in place. | Principal, Assistant Principals and Guidance | Ongoing review of discipline data | District reports of discipline data |
| 2 | Students have inconsistent attendance. Students increase awareness of code of conduct | Mediation Program Student and parent meetings to develop, implement, and monitor student progress on success plans. | Assistant Principal Graduation Coaches | Decrease in number of referrals resulting in-school and out of school suspension | School Level Discipline Report |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| PBS | All grade levels | Assistant Principal - PBS | School-wide | On-going throughout school year | PBS School – Wide Plan | Assistant Principal |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Implement School-wide Positive Behavior System (PBS) Model Program | PBS used to assess, monitor, and improve the school climate and support a positive school culture | District | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$1,500.00 |

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

| | |
|--|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | IN 2013, the dropout rate for Flagler Palm Coast High School will decrease. It should be noted that graduation rates through 2012 have been calculated on the National Governors rate. 2013 calculations have converted to the much more stringent Federal rate and percentages will reflect this conversion. |
| 2012 Current Dropout Rate: | 2013 Expected Dropout Rate: |
| The 2012 dropout rate will be available to schools in December. The Dropout rate in 2011 was 1.84 %. | The dropout rate for 2013 will remain below the state average. |
| 2012 Current Graduation Rate: | 2013 Expected Graduation Rate: |
| The 2012 Graduation rate will be available to schools in | The graduation rate for 2013 will increase by a minimum |

December. The Graduation rate in 2011 was 81%.

of 1% points.

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 | <p>Students entering high school with low grades and low test scores.</p> <p>Students with low and inconsistent attendance.</p> <p>Students not on track for graduation, often have attendance and / or discipline concerns.</p> | <p>FPCHS has put a dropout prevention team in place, including 2 graduation coaches, that work with students, teachers and parents to develop a success plan toward graduation with each student who is not on track for graduation.</p> <p>FPCHS will continue to utilize programs such as Linear Park to address the needs of students in danger of dropping out of high school. Linear Park is a service learning project that provides an offsite setting for integrated instruction that is centered around ecological issues. Students spend 75% of their day in the program and participate in hands on activities and relevant experiences that assist in making education relevant. Additional supports that will continue into the 2012-2013 school year include the African American Mentoring program, guidance support groups, and tiered instructional interventions.</p> <p>Supports such as mentoring programs, service-learning programs, guidance support, targeted intervention courses will continue to be utilized to increase graduation rates and decrease the dropout rate. Students have opportunities for credit recovery. Free tutoring is offered afterschool and transportation is provided.</p> | <p>Principal</p> <p>Assistant Principal and PBS/ Dropout Prevention Team</p> | <p>Taking a proactive approach to monitoring of data on grades, attendance and discipline referrals being collected on all high risk students.</p> | <p>Data collected through PBS and the Dropout Prevention Team</p> <p>District reports compiled into a spreadsheet.</p> |

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|-------------------------------|---|--|--|---|---|
| Student Progress Monitoring | Core Courses and Grade Levels | District Assessment and Accountability Coordinator, School Level Curriculum Administrator | All PLC Facilitators All Administrators All PLC Teacher Groups | On-Going through-out the school year. | Implementing Student Progress Monitoring Assessments throughout the year. | Principal |

Dropout Prevention Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--|----------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Face-to-Face Tutoring and Computer Assisted Instruction in all core subject areas | Face-to-Face Tutoring Provided and Computer Assisted Instruction available Monday - Thursday | SES | \$24,800.00 |
| | | | Subtotal: \$24,800.00 |
| 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: \$24,800.00 |

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

| | |
|---|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| <p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> | <p>Parental involvement at Flagler Palm Coast High School is a critical component to our overall success. We enjoy active participation in a variety of venues, most notably those involving extra-curricular activities. Freshmen orientation this August involved roughly 600 parents which would enable the families of our new students to become familiar with our various programs. Open House is held annually in September and parents of all age levels attend, with the opportunity to follow their student's schedule and meet the teachers. The guidance department holds a series of financial aid sessions for parents of college bound seniors both in the fall and the spring in an effort to help parents with the various forms and requirements of applying for financial aid. Flagler Palm</p> |

| | Coast High enjoys an active School Advisory Council, with parents participating in decision making and input on student needs. The SAC committee meets 5 times per year. | | | | |
|---|--|---|--|---|----------------------------|
| 2012 Current Level of Parent Involvement: | | | 2013 Expected Level of Parent Involvement: | | |
| Freshmen orientation - 85% plus of freshman parents; Open House - 15% Financial Aid - 10%; | | | We hope to improve attendance by 5% across the spectrum of activities. | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Potential lack of awareness or inconvenient time | Increased use of "call master" telephone program; Increased use of postings on the school's website | Principal | Sign in sheets; Parent satisfaction surveys | Surveys and sign in sheets |

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

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

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

Parent Involvement Budget:

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

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: | | | In 2013, FPCHS will recruit and retain five(5) 9th grade students to participate in the FloridaLearns STEM Scholars Project. | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | project requirements and deadlines | Student will receive support in developing higher level thinking skills. Students will receive training and support in completing STEM related activities within the guidelines and established timeframe | FloridaLearns STEM Scholars Mentor | Student participation in STEM Activities, including STEM Scholar Forums | Student Contracts and Project Evaluations |

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 |
|---|---|----------------------------------|--|--|-----------------------------------|---|
| Florida Learns STEM Scholars Program S.T.E.M. Teacher mentors six 9th grade students taking accelerated learning courses | 9th Grade students in Honors, AP, PreIB | STEM Mentor Teacher | 9th Grade STEM Participants | On-going durnig 2012-2013 | STEM Meetings and | Assistant Principal (Curriculum) |

STEM Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |

| | | | |
|---|--|--|------------------------------|
| FloridaLearns STEM Scholars Teacher Mentor to recruit and support 9th grade students within accelerated learning programs | FloridaLearns STEM Scholars Teacher Mentor will recruit and support 9th grade student participants | FloridaLearns STEM Scholars - PAEC, HEC, and NEFEC | \$500.00 |
| | | | Subtotal: \$500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$500.00 |

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: | | In 2013, the goal will be to meet the state required 51% of students passing industry certification across school programs. | | | |
| 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 | CTE teacher will align Common Core Standards with Student Performance Standards of programs. | Teacher will critique, and display exemplary student work as models and provide students with specific feedback. | Principal Assistant Principal CTE Teacher | Student work displayed along with the standards, as examples. | Student Work Industry Certification |
| 2 | Teacher use of industry certification pre-tests and practice test and course mid-term and final exams based on CCS and aligned with industry certification standards. | Teachers will administer pre-tests and practice tests and course exams in the industry certification program and through differentiated instruction individual student needs will be addressed. | Principal Assistant Principal CTE Teacher | Data will be collected on student pre-tests, practice tests, and course exams. | Student Work Industry Certification |

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 |
|---|---------------------|--|--|--|-----------------------------------|---|
| Learning Focused Team Building Best Practices | All Grade Levels | Assistant Principal Reading Coach College/Career Readiness - Writing Coach | CTE Teachers | On-going | Classroom Walkthroughs | Assistant Principal Principal |

CTE Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--------------------------|---------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| State Conferences (Math, TESOL, FETC) | Workshops | Title I & Title III | \$6,000.00 |
| | | | Subtotal: \$6,000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$6,000.00 |

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 | READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers | Read 180 | General Fund | \$26,000.00 |
| Writing | Implement Write Score as progress monitoring strategy. | Write Score progress monitor | General Fund | \$5,312.00 |
| U.S. History | Implementation of State Approved U.S. History Program - | US History 1850 to the Present, Prentice Hall, 2013. | District Funds | \$35,000.00 |
| Dropout Prevention | Face-to-Face Tutoring and Computer Assisted Instruction in all core subject areas | Face-to-Face Tutoring Provided and Computer Assisted Instruction available Monday - Thursday | SES | \$24,800.00 |
| STEM | FloridaLearns STEM Scholars Teacher Mentor to recruit and support 9th grade students within accelerated learning programs | FloridaLearns STEM Scholars Teacher Mentor will recruit and support 9th grade student participants | FloridaLearns STEM Scholars - PAEC, HEC, and NEFEC | \$500.00 |
| | | | | Subtotal: \$91,612.00 |
| 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 |
| Reading | Professional Learning Communities (PLC's) (LA, Math, Science, CTE, FA, ESE) | On-site training with principal, academic coaches, assistant principals | Title 1 | \$2,500.00 |
| Mathematics | State Conferences (Math, TESOL, FETC) | Workshops | Title I & Title III | \$2,000.00 |
| Mathematics | Professional Learning Communities (PLC's) (LA, Math, Science, CTE, FA, ESE) | On-site training with principal, academic coaches, assistant principals | Title 1 | \$2,500.00 |
| Science | Professional Learning Communities (PLC's) (LA, Math, Science, CTE, FA, ESE) | On-site training with principal, academic coaches, assistant principals | Title 1 | \$2,500.00 |
| Suspension | Implement School-wide Positive Behavior System (PBS) Model Program | PBS used to assess, monitor, and improve the school climate and support a positive school culture | District | \$1,500.00 |
| CTE | State Conferences (Math, TESOL, FETC) | Workshops | Title I & Title III | \$6,000.00 |
| | | | | Subtotal: \$17,000.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | State Conferences (Math, TESOL, FETC) | Workshops | Title 1 | \$2,000.00 |
| | | | | Subtotal: \$2,000.00 |
| | | | | Grand Total: \$110,612.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



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

| Describe projected use of SAC funds | Amount |
|-------------------------------------|--------|
| No data submitted | |

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

| Flagler School District FLAGLER-PALM COAST HIGH SCHOOL 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 46% | 73% | 84% | 38% | 241 | 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 | 53% | 72% | | | 125 | 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? | 50% (YES) | 59% (YES) | | | 109 | 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 | | | | | 485 | |
| Percent Tested = 96% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |

| Flagler School District FLAGLER-PALM COAST HIGH SCHOOL 2009-2010 | | | | | | |
|--|----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 48% | 73% | 88% | 40% | 249 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 51% | 75% | | | 126 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 42% (NO) | 72% (YES) | | | 114 | 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 | | | | | 499 | |
| Percent Tested = 98% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |