

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: SAMUEL W. WOLFSON HIGH SCHOOL

District Name: Duval

Principal: David A. Garner

SAC Chair: Gary Weltman

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: October 19, 2012

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	David A. Garner	Ed.D, M.Ed/Level II, Principal All Levels	2	9	Samuel Wolfson 2012 Grade C AYP : N 2011 Grade D AYP : N Lee High School 2010 Grade D AYP: N 2009 Grade C Ayp : N
Assis Principal	Yvon R. Joinville	M.Ed.	4	6	Wolfson High School 2012 Grade C AYP: N 2011 Grade D AYP: N 2010 Grade D AYP: N 2009 Grade D AYP: N 2008 Grade D AYP: N Northwestern Middle 2007 Grade D: AYP N
Principal	Megan B. Pardue	M. Ed.	1	1	Wolfson High School
Principal	Scott C. Stuart	M. Ed.	1	1	Wolfson High School
Principal	Cynthia D. Smith	M.Ed.	1	1	Wolfson High School

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)
Math	Leslie R. Doan	B.S. Math Education M.Ed. Curriculum and Instruction/ Math 5 - 12	9	2	Wolfson High School 2012 Grade C AYP: N 2011 Grade D AYP: N
Reading	Helen Johnson	B.S	7	2	Wolfson High School 2012 Grade C AYP: N 2011 Grade D AYP: N

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.Content specific professional development through course offerings at the Schultz Center for Teaching and Learning	Principal	Ongoing	
2	2. Providing new teachers with evidence-based effective teaching strategies.	Principal	Ongoing	
3	3.Weekly PLC meetings to allow for collaborative planning and learning, team building, and sharing of best practices	Assistant Principal	Completion of the year	
4	4. In-House Professional Development offered on Early Release days	Assistant Principal	Completion of the year	

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
There are currently 14 teachers who received less than effective in a domain or competency but not overall unsatisfactory and 7 teachers who have less than 3 years experience in the classroom.	Mentor Teachers; Mentor and Induction for Novice Teachers (MINT)

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
98	5.1%(5)	24.5%(24)	38.8%(38)	26.5%(26)	30.6%(30)	66.3%(65)	5.1%(5)	4.1%(4)	16.3%(16)

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
Donna Morris	Rick Naumann	3rd Year Teacher/ has worked with him for 2 previous years	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.
Donna Morris/ A. Brown	Judson Corey	Mr. Brown currently enrolled in Mentor Program	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.
Donna Morris/Vicky Crowell	Cristina Ledford	Mrs. Crowell Cadre and helping since she was hired after school started.	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.
Michael King	Charlotte Atkinson	Strong Working relationship and Background in subject area	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.
Todd Steele	Dana Thomas	Dept. Chair	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.
Steven Kelley	Josh Altman & Camille Anglin	Math teacher/level 2 Mentor	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.
Dr. Sundstrom	Jana Hoffman	Positive prior relationship on which to build	Meet monthly as a group and mentors meet weekly or more as needed with their mentee. We have a MINT Program Timeline to follow. Conduct formal and informal classroom visits, collaboratively update learning log.

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

Academic/Instructional services are provided to ensure students requiring additional resources are assisted through a variety of interventions both during and after school. An essential element of Title I resources is the professional development which will be enhanced through the use of professional learning communities, small learning communities, lesson study, formative assessment, summative assessment, and the use of authentic literacy strategies for all at risk students.

Title I, Part C- Migrant

Title I, Part D

Duval County receives funding to support alternative education . The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds provide a variety of grade recovery interventions designed to assist students with identified academic needs beyond Tier I.

Violence Prevention Programs

The district continues to provide ongoing training and support using Dr. Randy Sprick's Foundations program. Additionally, students who may be at risk for discipline infractions are served through night-time substance abuse programs, student options for success, Alternative to Outside Suspension Sites (ATOSS), in-school suspension, and a variety of alternative education settings. The district also promotes character education through ongoing curriculum to support the schools.

Nutrition Programs

Breakfast and lunch are offered at tiered cost levels including free meals to those who qualify under Title I.

Housing Programs

None

Head Start

None

Adult Education

Night classes are offered on campus for a fee.

Career and Technical Education

Wolfson High School has three CTE programs that enable students the opportunity to explore multiple career paths. Wolfson is also working toward national certification in the Finance Academy. Wolfson continues to provide CTE classes in Law, business, industrial arts where students may earn industry certification as well as qualify for Florida Gold Seal scholarships.

Job Training

Through Avid program, in collaboration with Big Brothers & Big Sisters of America, in partnership with Hyatt hotels students are offered an opportunity to be included into a Job Mentoring Program

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

This team is composed of the administrative staff, the department heads, the Math Coach, the Reading Coach, and the Math & Reading Interventionists.

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

School Instructional Leadership Team: This team is comprised of teachers from every core content area. The team analyzes both academic and behavioral data and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, provides feedback and 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.

Math & Reading Coaches/Interventionist: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on Research-based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, 2, and 3 intervention plans; works directly with students, providing one-on one and small group instruction via classroom pull-outs and push-ins.

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?

Weekly meetings to discuss the provision of MTSS (RTI) needs and progress, and to review the effects, successes, short-falls, and productivity of said processes with a focus on ensuring the students in need are provided with the most effective and essential support systems at the school's disposal.

Following guidelines structured around the four critical questions defined by Richard DuFour, the Leadership Team will work to develop and implement strategies to assist departmental professional learning communities, particularly to aid in the identification and provision of effective interventions to assist Tier 1, 2 and 3 students:

- What do we want students to know and be able to do?
- How will we know if they have learned it?
- What will we do when some of them have not met the standards?
- What will we do for students who have met the standard?

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?

Through the coordinated subject area PLC's, team members were able to share ideas and provide collaboratively developed responses to a number of "guiding questions" intended to evoke thought and group conversation pertaining to the subjects listed in the SIP. Important Data drawn from FCAT, FAIR, PSAT, District Benchmarks and teacher developed common formative assessments is also used to develop action plans to be set into motion as a preventative measure, keeping students from falling below the success mark.

MTSS Implementation

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

The FAIR assessment will be used as the universal screen to establish baseline data. Teachers will also be using ongoing assessment data generated through classroom assessments to monitor student responses to instruction. It is important to note that student voice/student self-assessment represents a major component of teacher reflections which is used to refine

lesson delivery as well identify students who need extended time and support. We recently created a (Data Center) better known as our strategic pedagogical study. In our data center, we display our latest district, state and even teacher generated data. We also create a PMP folder for primarily our lowest quartile. We do pull outs and use the data room for intervention.

Describe the plan to train staff on MTSS.

Baseline data will be established using the FAIR assessment. Additionally, Teachers will use ongoing assessment data generated through both individual and common assessments to monitor student comprehension/understanding. Beyond teacher developed and district mandated assessments, Teacher reflect on student self-assessments and classroom discussions to refine lesson delivery and to identify students in need of extended time and support. Finally, as Data is constantly flowing in from a number of sources in multiple accountability areas, the collection, organization, and posting of information in a format that is readily accessible and easily decipherable has been a necessity in order to maintain and, where possible, increase accountability. With this in mind, we have developed a Data Center that acts as a living model of student performance, learning, understanding, gains, etc., displaying the latest district, state and even teacher generated data to be viewed, analyzed, and acted upon.

Describe the plan to support MTSS.

Ongoing professional development will be provided from the district as we work to build consensus and create the infrastructure necessary to improve both teaching and learning. Wolfson High School has four assistant principals, a reading coach and interventionist, and a math coach and interventionist who, along with the designated department heads, will function as MTSS Facilitators. The Math and Reading coaches and interventionists will be tasked with working with Tier 2 and 3 students, while sharing the task of serving as a liaison between the leadership team and the faculty with Administrators over individual PLC's. PLC's will work closely with the MTSS team as they carefully analyze data and design content specific interventions

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach
Reading Interventionist
Reading Department Chair
ELA Department Chair
Reading Instructors
Assistant Principal
Principal

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

Meetings are held once a month. Students who are identified as Level I and Level II FCAT Reading Students will continue to be monitored. It is the responsibility of the Literacy Leadership Team (LLT) to develop strategies for those students who are not experiencing significant gains with FCAT testing. It is the responsibility of the LLT to ensure there are sufficient professional development opportunities available for all reading instructors and that those opportunities are taken advantage of.

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

The primary initiative for this year will be to ensure that effective strategies and safety-nets are in place and are being implemented in order to successfully provide students scoring in the Lower 25 Percentile on FCAT Reading and students who are on the cusp of achieving proficiency with instruction, guidance, skills, and support necessary for significant gains to be realized by these students, as well as to obtain the extra bonus points for FCAT retake.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/17/2012)

*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.

*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?

Wolfson High school offers students elective courses in art, business, finance, industrial arts, technology, and the legal fields. Students have an opportunity to explore career paths, engage in internships and read, write and speak about their goals for the future.

Reading Instruction across curriculums and subject areas is covered in a number of ways and numerous times throughout the year: during pre-planning activities, through weekly PLC meetings, and through Professional development on an individual basis (both in-house with Reading Interventionist and frequently provided workshops through the Schultz Center). Teachers take part in common planning through PLC's to develop lessons, activities, and assessments designed to incorporate best practices in reading instruction. Observations are performed and documented by assigned administrators to ensure that effective reading strategies are being demonstrated and implemented by students throughout each and every lesson.

Teachers have been given in-service on the five R's.

- Relationships
- Relevance
- Rigor
- Results
- Responsibility

This emphasis is intended to provide the daily relevance and engagement to move student performance. Teachers are encouraged to share best practices in their PLC's to improve student learning throughout the school community and action plan to better serve their student's needs.

Wolfson is in the process of attaining an IB program. IB offers a well balanced curriculum that connects local and global issues. IB students are compassionate lifelong learners who incorporate critical thinking skills in their daily classroom experience and also respect and accept the beliefs and customs of those individuals different than themselves.

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?

Wolfson is one of the few high schools in the nation to have a nationally recognized Academy of Finance. The students and teachers in this academy are aware of the National Academy standards and we are pursuing national academy certification. Students in the Law and Business academy as well as in our other career and technical classes are given the opportunity to qualify for Florida Bright Futures scholarships through the Florida Gold Seal scholarship requirements. Wolfson has been very successful in earning Gold Seal scholarships and placement in career fields through the students' participation in our magnet offerings.

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](#)

All students are enrolled in Algebra I and must complete four years of mathematics. All students now enrolled at Wolfson High School except those students who have three years of Intensive Reading are enrolled in two years of World Languages. Wolfson continues to emphasize post-secondary readiness through goal setting and career exploration.

- Open enrollment of AP
- AVID
- Intensive academic counseling

As an IB School, Wolfson will offer an IB Diploma Program. A two year implementation program is underway. The IB program, when initialized, will provide students with wide equity and access to a well balanced curriculum with academic rigor to our students. Goals of the IB program include college preparedness, opportunities for college admission, academic success in college and financial scholarships.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students achieving a level 3 or higher on the FCAT Reading Assessment will increase from 37% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (130)	43% (184)

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	Instructional Method/ Classroom Management not meeting the needs of lower level readers	Provision of Professional development via PLC, Workshops, and individual support through mentor programs and frequent observations with feedback	Reading Coach Classroom Teachers Assistant Principal Principal	Formative Assessments Summative Assessments Teacher Observations	C.A.S.T. District Assessments Teacher Made Assessments Etc.
2	Vocabulary Comprehension	Academic Vocabulary: Teachers will build vocabulary through effective use of reading programs and will use Cornell notes, word walls, context clues. Etc.	Reading Coach Classroom Teachers Assistant Principal Principal	Formative Assessments Summative Assessments Teacher Observations	Vocabulary Quizzes Reading Assessments Classroom Discussions Student Writing
3	Student Apathy	Increase educational rigor. Employ best practices in building student engagement and implement the gradual release model of instruction to build student involvement and increase student driven instruction.	Reading Coach Classroom Teachers Assistant Principal Principal	Student Discussions Student Surveys	Comprehension assessments.
4	1.1 Current methods of instruction	1.1 Implementing new teaching methods along with a new reading program titled Plugged Into Reading (largely based on non-fiction and historically based fiction).	1.1 Reading Coach Classroom Teachers Assistant Principal Principal	1.1 Formative and Summative Assessments	1.1 Various
5	1.2 Depth of vocabulary	1.2 Academic Vocabulary: Teachers build vocabulary through effective use of reading programs and will use Cornell notes, word walls, context clues.	1.2 Reading Coach Classroom Teachers Assistant Principal Principal	1.2 Classroom use of new vocabulary terms	1.2 Daily assessments Vocabulary Quizzes
	1.3 Student Interest	1.3 Common Readings: Read 180 will use common text. Plugged into Reading will use	1.3 Reading Coach Classroom Teachers Assistant Principal	1.3 Student Surveys	1.3 Comprehension assessments

6		prescribed books as well as common texts. Academic Literacy will use Impact 5.2 and other common texts.	Principal	
---	--	---	-----------	--

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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving a level 4,5, or 6 on the FCAT Reading Assessment will increase from 15% to 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% [54]	23% [98]

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 failing to obtain the depth of knowledge necessary due to time constraints	Increase of educational rigor which stresses college level instruction and performance and incorporating Focus Lessons into every classroom agenda	Reading Coach Classroom Teachers Assistant Principal Principal	Classroom Discussions Student Writing Formative Assessments Summative Assessments	Summative Assessments Formative Assessments
2	Student Apathy	Increase educational rigor. Employ best practices in building student engagement and implement the gradual release model of instruction to build student involvement and increase student driven instruction.	Coach Classroom Teachers Assistant Principal Principal	Classroom Discussions Student Writing Student Surveys	Various Formats

3	Academic momentum of incoming 9th graders who fall under the Level 4 and 5 FCAT Reading category	Introduce students to AVID and IB with possible admission to either program	Guidance Assistant Principal/Curriculum Principal	Number of students admitted to either program	IB and AVID student numbers
4	Test Anxiety & Time Management	Provide frequent opportunities for students to practice taking exams on the computers and using online resources; timed practice exams	Classroom Teacher Department Head	Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
5	Lack of Effort	Provide students with access to a team of individuals who will stress academic accountability.	Classroom Teacher Assist. Principal Principal	Monitor student progress in data folder	Data Folder Progress Report Report Card
6	Student interest	Students will be provided more advanced and challenging assignments and interactive assignments to develop skill and knowledge base beyond the basic.	Coach Interventionist Classroom Teachers Assistant Principal	Student surveys	Comprehension assessments
7	Lack of Attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Classroom Teacher Department Head Assistant Principals Principal	Follow attendance policy	Attendance records
8	2.1 Student Apathy	2.1 Increase of educational rigor which stresses college level instruction and performance.	2.1 Reading Coach Classroom Teachers Assistant Principal Principal	2.1 Numerous formative and occasional summative assessments which gauge comprehension	2.1 Various formats with adjusted rubrics
9	2.2 Academic momentum of incoming 9th graders who fall under the Level 4 and 5 FCAT Reading category	2.2 Introduce students to AVID and IB with possible admission to either program	2.2 Guidance Assistant Principal/Curriculum Principal	2.2 Number of students admitted to either program	2.2 IB and AVID student numbers

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number points received for students making learning gains in reading will increase from 50 to 61
2012 Current Level of Performance:	2013 Expected Level of Performance:
50 points	61 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	Students failing to obtain the depth of knowledge necessary due to time constraints	Increase of educational rigor which stresses college level instruction and performance and incorporating Focus Lessons into every classroom agenda	Reading Coach Classroom Teachers Assistant Principal Principal	Classroom Discussions Student Writing Formative Assessments Summative Assessments	Summative Assessments Formative Assessments
2	Student Apathy	Increase educational rigor. Employ best practices in building student engagement and implement the gradual release model of instruction to build student involvement and increase student driven instruction	Reading Coach Classroom Teachers Assistant Principal Principal	Classroom Discussions Student Writing Student Surveys	Various Formats
3	Teachers not increasing rigor & depth of instruction while Students are being forced to read increasingly more challenging texts	Implementing new teaching methods along with a new reading program titled Plugged Into Reading (largely based on non-fiction and historically based fiction).	Reading Coach Classroom Teachers Assistant Principal Principal	Formative and Summative Assessment	Various Formats
4	3.1 Current methods of instruction	3.1 Implementing new teaching methods along with a new reading program titled Plugged Into Reading (largely based on non-fiction and historically based fiction).	3.1 Reading Coach Classroom Teachers Assistant Principal Principal	3.1 Formative and Summative Assessments	3.1 Various
5	3.2 Depth of vocabulary	3.2 Academic Vocabulary: The Reading Department will be teaching Latin & Greek Roots which serve as the basis of the English Language and opens the door to tens of thousands of words.	3.2 Reading Coach Classroom Teachers Assistant Principal Principal	3.2 Classroom use of new vocabualry terms	3.2 Daily assessments Vocabulary Quizzes

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The number of points received for students scoring in the lowest 25% making learning gains will increase from 53 to 58
2012 Current Level of Performance:	2013 Expected Level of Performance:
53 Points	58 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	Current methods Of instruction	Implementing new teaching methods along with a new reading program titled Plugged Into Reading (largely based on non-fiction and historically based fiction).	Reading Coach Classroom Teachers Assistant Principal Principal	Formative and Summative Assessments	Teacher Assessments
2	Depth of vocabulary	Academic Vocabulary: The Reading Department will be teaching Latin & Greek Roots which serve as the basis of the English Language and opens the door to tens of thousands of words.	Reading Coach Classroom Teachers Assistant Principal Principal	Classroom use of new vocabulary terms.	Daily assessments Vocabulary Quizzes
3	Student interest	Common Readings: plugged into reading will use common text. Plugged into Reading will use prescribed books as well as common texts. Academic Literacy will use Impact 5.2 and other common texts.	Reading Coach Classroom Teachers Assistant	Student surveys	Comprehension assessments
4	4.1 Current methods on instruction	4.1 Implementing new teaching methods along with a new reading program titled Plugged Into Reading (largely based on non-fiction and historically based fiction).	4.1 Reading Coach Classroom Teachers Assistant Principal Principal	4.1 Formative and Summative Assessments	4.1 Various
5	4.2 Depth of vocabulary	4.2 1. Academic Vocabulary: The Reading Department will be teaching Latin & Greek Roots which serve as the	4.2 Reading Coach Classroom Teachers Assistant Principal Principal	4.2 Classroom use of new vocabulary terms.	4.2 Daily assessments Vocabulary Quizzes

		basis of the English Language and opens the door to tens of thousands of words.			
6	4.3 Student interest	4.3 Common Readings: Read 180 will use common text. Plugged into Reading will use prescribed books as well as common texts. Academic Literacy will use Impact 5.2 and other common texts.	4.3 Reading Coach Classroom Teachers Assistant	4.3 Student surveys	4.3 Comprehension 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 # To reduce the achievement gap in Reading by 50% in 6 years				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		52	57	61	66	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The number of Students in each subgroup failing to make satisfactory progress in reading will reduce by 5% between 2012 & 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53% Black: 29% Hispanic: 39% Asian: n/a American Indian: n/a	White: 48% Black: 24% Hispanic: 34% Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking access to computers and other forms of technology.	Classroom and media center computers available before and after school	Teacher & Administrator	Teacher Monitoring	Teacher Observation
2	Cultural Bias and lack of background knowledge necessary to understand the subtext of certain readings.	Teachers include a wide range of reading materials and background knowledge on authors, subjects, history in the instruction.	Teacher & Administrator	Teacher Made Assessments & Evaluations; Teacher Observations	Teacher Observation
3	Students lacking knowledge regarding the use of technology.	Teacher assistance with classroom computers and instruction with useful programs.	Teacher & Administrator	Teacher Observations and Student Feedback	Teacher Observation Practice Assessments
4	5A.1 Current methods of instruction	5A.1 Implementing new teaching methods along with a new reading program titled Plugged Into Reading (largely	5A.1 Reading Coach Classroom Teachers Assistant Principal	5A.1 Formative and Summative assessments	5A.1 Various

		based on non-fiction and historically based fiction).	Principal		
5	5A.2 Depth of vocabulary	5A.2 Academic Vocabulary: The Reading Department will be teaching Latin & Greek Roots which serve as the basis of the English Language and opens the door to tens of thousands of words.	5A.2 Reading Coach Classroom Teachers Assistant Principal Principal	5A.2 Classroom use of new vocabulary terms	5A.2 Daily assessments Vocabulary Quizzes
6	5A.3 Student Interest	5A.3 Common Readings: Read 180 will use common text. Plugged into Reading will use prescribed books as well as common texts. Academic Literacy will use Impact 5.2 and other common texts.	5A.3 Reading Coach Classroom Teachers Assistant	5A.3 Student Surveys	5A.3 Comprehension assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of English Language Learners (ELL) students, not making Adequate Yearly Progress will decrease by 5% on the 2011 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language interpretation	If numbers support a designated Para-professional then involve the student with an assigned Para.	Para Professional Guidance Counselor Assistant Principal	Student's classroom performance Teacher Evaluation	Teacher Evaluations & Assessments
2	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Coach Interpreter Para Professional Assistant Principal	Monitored by many FCIM assessments	Teacher Made & District Assessments
3	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Reading Coach Department Chair Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records
4	5B.1 Language interpretation	5B.1 If numbers support a designated Para-professional then involve the student with an assigned Para.	5B.1 Para Professional Guidance Counselor Assistant Principal	5B.1 Student's classroom performance Teacher Evaluation	5B.1 Assessments
5	5B.2 Insufficient prerequisite skills	5B.2 Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	5B.2 . Classroom Teacher Reading Coach Interpreter Para Professional Assistant Principal	5B.2 Monitored by many FCIM assessments	5B.2 Assessments
	5B.3 Lack of attendance	5B.3 Provide feedback to parents on their	5B.3 Attendance Clerk	5B.3 Follow attendance policy	5B.3 Attendance records

6		student's attendance record.	Reading Coach Department Chair Assistant Principals Principal Interpreter	
---	--	------------------------------	---	--

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The number of students with disabilities unable to make satisfactory progress in reading will be reduced by %5
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accommodations not being provided at the regular education classroom level.	Provide each instructor with a list of those students who fall under an Individual Education Plan (IEP) in their respective classroom. Train teachers not experienced with IEP's the correct way to read an IEP and how to provide the required Accommodations to the student.	Department Chair Guidance Counselors Regular Education Teachers Assistant Principals Principal	Assessment Results Regular Education Teacher Interview Documentation IEP Reviews	Documentation of Applied Accommodations
2	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Reading Coach Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
3	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records
4	5C.1 Accommodations not being provided at the regular education classroom level.	5C.1 Provide each instructor with a list of those students who fall under an Individual Education Plan (IEP) in their respective classroom. Train teachers not experienced with IEP's the correct way to read an IEP and how to provide the required Accommodations to the student.	5C.1 Department Chair Guidance Counselors Regular Education Teachers Assistant Principals Principal	5C.1 Assessment Results Regular Education Teacher Interview Documentation IEP Reviews	5C.1 Documentation of Applied Accommodations
5	5C.2 Insufficient prerequisite skills	5C.2 Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	5C.2 Classroom Teacher Reading Coach Interpreter Para Professional Assistant Principal	5C.2 Monitored by many FCIM assessments	5C.2 Assessments
	5C.3 Lack of attendance	5C.3 Provide feedback to parents on their student's attendance	5C.3 Attendance Clerk Reading Coach	5C.3 Follow attendance policy	5C.3 Attendance records

6		record.	Department Chair Assistant Principals Principal Interpreter	
---	--	---------	--	--

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of Economically Disadvantaged students unable to make satisfactory progress in reading will be reduced by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (127)	30% (128)

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 lacking access to computers and other forms of technology.	Classroom and media center computers available before and after school	Teacher & Administrator	Teacher Monitoring	Teacher Observation
2	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records
3	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
4	Student Interest	Students will be provided more advanced and challenging assignments and interactive assignments to develop skill and knowledge base beyond the basic.	Coach Classroom Teachers Assistant	Student surveys	Comprehension assessments
5	5D.1 Insufficient prerequisite skills	5D.1 Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	5D.1 Classroom Teacher Reading Coach Interpreter Para Professional Assistant Principal	5D.1 Monitored by many FCIM assessments	5D.1 Assessments
6	5D.2 Lack of attendance	5D.2 Provide feedback to parents on their student's attendance record.	5D.2 Attendance Clerk Reading Coach Department Chair Assistant Principals Principal Interpreter	5D.2 Follow attendance policy	5D.2 Attendance records
7	5D.3 Student Interest	5D.3 Common Readings: Read 180 will use common text. Plugged into Reading will use prescribed books as well as common texts. Academic Literacy will use Impact 5.2 and other common texts.	5D.3 Reading Coach Classroom Teachers Assistant	5D.3 Student surveys	5D.3 Comprehension assessments

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
Reading Strategies	9	Assistant Principals	Various PLC's	Pre-planning; Twice Weekly	Anecdotal Notes/Minutes taken from PLC Meetings	Department Chairs Assistant Principals
Reading Strategies	10	Assistant Principals	Various PLC's	Pre-planning; Twice Weekly	Anecdotal Notes/Minutes taken from PLC Meetings	Department Chairs Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student reading scores	Copies of Student self assessment • Copies of Cornell Note Taking • TDE for professional development	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional software and equipment to meet our students needs.	Plug Into Reading, Compass Odyssey, Memeo Boards	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Provide opportunities for teacher training in the area of Reading	District Provided Workshops, In-house professional Development, Solution Tree training, AVID summer institute, AP Workshops ,Inclusion workshops, ESOL training	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The number of students scoring proficient in Listening /Speaking on the CELLA will increase from 70% (14) to 75% (15)
---	---

2012 Current Percent of Students Proficient in listening/speaking:

70% (14/20)

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				

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:	Students scoring proficient in reading will increase from 30% to 37%
--	--

2012 Current Percent of Students Proficient in reading:

30% (6/20)

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				

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

3. Students scoring proficient in writing. CELLA Goal #3:	Student scoring proficient in writing will increase from 40% to 46%
--	---

2012 Current Percent of Students Proficient in writing:

40% (8/20)

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				

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:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.				
Mathematics Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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:	Students scoring at Level 3 or Higher will increase from 29% in 2012 to 34% in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%[66]	36% [133]

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	Attendance	Provide feedback to parents on their student's attendance record via progress reports, scholarship warnings, and automated parent contact	Attendance Clerk Classroom Teacher Department Head Assistant Principals Principal	Follow attendance policy	Attendance records
2	Lack of Effort	Provide students with access to a team of individuals who will stress academic accountability. RTI	Classroom Teacher Assist. Principal Principal	Monitor student progress in data folder	Data Folder Progress Report Report Card
3	Lack of experience in taking standardized tests on the computer	Provide students with access to practice assessments on the computer &/or "extra help" personnel for Technological support	Classroom Teacher Math Coach Department Head Assist. Principal	Monitor student progress/success	Teacher Observations Practice 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above Level 4 and 5 will increase from 2% to 10%
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
2% [7]	10% [37]

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 Apathy	Increase educational rigor. Employ best practices in building student engagement and implement the gradual release model of instruction to build student involvement and increase student driven instruction.	Coach Classroom Teachers Assistant Principal Principal	Classroom Discussions Student Writing Student Surveys	Various Formats
2	Test Anxiety & Time Management	Provide frequent opportunities for students to practice taking exams on the computers and using online resources; timed practice exams	Classroom Teacher Department Head	Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
3	Lack of Effort	Provide students with access to a team of individuals who will stress academic accountability.	Classroom Teacher Assist. Principal Principal	Monitor student progress in data folder	Data Folder Progress Report Report Card
4	Student interest	Students will be provided more advanced and challenging assignments and interactive assignments to develop skill and knowledge base beyond the basic.	Coach Interventionist Classroom Teachers Assistant Principal	Student surveys	Comprehension assessments
5	Lack of Attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Classroom Teacher Department Head Assistant Principals Principal	Follow attendance policy	Attendance records

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	In six year school will reduce their achievement gap by 50%.					
3A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23	30	37	44	51	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The number of Students unable to make satisfactory progress in Algebra 1 will decrease by 5% in each subgroup.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 20% [9] Black: 29% [43] Hispanic: 35% [9] Asian: n/a American Indian: n/a	White: 15%[7] Black: 24% [36] Hispanic: 30% [8] Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking access to computers and other forms of technology.	Classroom and media center computers available before and after school	Teacher & Administrator	Teacher Monitoring	Teacher Observation
2	Cultural Bias and lack of background knowledge necessary to understand the subtext of certain readings.	Teachers include a wide range of reading materials and background knowledge on authors, subjects, history in the instruction.	Teacher & Administrator	Teacher Made Assessments & Evaluations; Teacher Observations	Teacher Observation
3	Students lacking knowledge regarding the use of technology.	Teacher assistance with classroom computers and instruction with useful programs.	Teacher & Administrator	Teacher Observations and Student Feedback	Teacher Observation Practice Assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	n/a
---	-----

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language interpretation	If numbers support a designated Para-professional then involve the student with an assigned Para.	Para Professional Guidance Counselor Assistant Principal	Student's classroom performance Teacher Evaluation	Teacher Evaluations & Assessments
2	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Coach Interpreter Para Professional Assistant Principal	Monitored by many FCIM assessments	Teacher Made & District Assessments
3	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Reading Coach Department Chair Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records

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

of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The number of student with disabilities unable to make satisfactory progress in Algebra 1 will reduce by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% [10]	15%[8]

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	Accommodations not being provided at the regular education classroom level.	Provide each instructor with a list of those students who fall under an Individual Education Plan (IEP) in their respective classroom. Train teachers not experienced with IEP's the correct way to read an IEP and how to provide the required Accommodations to the student.	Department Chair Guidance Counselors Regular Education Teachers Assistant Principals Principal	Assessment Results Regular Education Teacher Interview Documentation IEP Reviews	Documentation of Applied Accommodations
2	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Reading Coach Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
3	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The number of Economically Disadvantaged students unable to make satisfactory progress in Algebra I will reduce by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%[38]	22% [31]

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 lacking access to computers and other forms of technology.	Classroom and media center computers available before and after school	Teacher & Administrator	Teacher Monitoring	Teacher Observation
2	Lack of attendance	Provide feedback to parents on their student's attendance	Attendance Clerk Assistant Principals Principal	Follow attendance policy	Attendance records

		record.	Interpreter		
3	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
4	Student Interest	Students will be provided more advanced and challenging assignments and interactive assignments to develop skill and knowledge base beyond the basic.	Coach Classroom Teachers Assistant	Student surveys	Comprehension assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Students scoring at a level 3 in geometry will increase from 72% to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% [230]	75%[221]

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	Attendance	Provide feedback to parents on their student's attendance record via progress reports, scholarship warnings, and automated parent contact	Attendance Clerk Classroom Teacher Department Head Assistant Principals Principal	Follow attendance policy	Attendance records
2	Lack of Effort	Provide students with access to a team of individuals who will stress academic accountability. RTI	Classroom Teacher Assist. Principal Principal	Monitor student progress in data folder	Data Folder Progress Report Report Card
3	Insufficient prerequisite skills	Provide students with access to practice materials &/or "extra help" personnel for purposes of relearning needed skills	Classroom Teacher Math Coach Department Head Assist. Principal Principal	Monitor student progress in data folder	Data Folder Progress Report Report Card

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Students scoring at a level 4 or above will increase from 25% to 33%
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
25%[81]	33%[97]

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 Apathy	Increase educational rigor. Employ best practices in building student engagement and implement the gradual release model of instruction to build student involvement and increase student driven instruction.	Coach Classroom Teachers Assistant Principal Principal	Classroom Discussions Student Writing Student Surveyss	Various Formats
2	Test Anxiety & Time Management	Provide frequent opportunities for students to practice taking exams on the computers and using online resources; timed practice exams	Classroom Teacher Department Head	Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
3	Lack of Effort	Provide students with access to a team of individuals who will stress academic accountability.	Classroom Teacher Assist. Principal Principal	Monitor student progress in data folder	Data Folder Progress Report Report Card
4	Student interest	Students will be provided more advanced and challenging assignments and interactive assignments to develop skill and knowledge base beyond the basic.	Coach Interventionist Classroom Teachers Assistant Principal	Student surveys	Comprehension assessments
5	Lack of Attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Classroom Teacher Department Head Assistant Principals Principal	Follow attendance policy	Attendance records

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 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"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	Students who are unable to make satisfactory progress in Geometry will decrease by 5% in each subgroup.
---	---

Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White: 83% [67] Black: 68% [122] Hispanic: 75% [15] Asian: n/a American Indian: n/a		White: 78% [63] Black: 63% [113] Hispanic: 70% [14] Asian: n/a American Indian: n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking access to computers and other forms of technology.	Classroom and media center computers available before and after school	Teacher & Administrator	Teacher Monitoring	Teacher Observation
2	Cultural Bias and lack of background knowledge necessary to understand the subtext of certain readings.	Teachers include a wide range of reading materials and background knowledge on authors, subjects, history in the instruction.	Teacher & Administrator	Teacher Made Assessments & Evaluations; Teacher Observations	Teacher Observation
3	Students lacking knowledge regarding the use of technology.	Teacher assistance with classroom computers and instruction with useful programs.	Teacher & Administrator	Teacher Observations and Student Feedback	Teacher Observation Practice Assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.		n/a			
Geometry Goal #3C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language interpretation	If numbers support a designated Para-professional then involve the student with an assigned Para.	Para Professional Guidance Counselor Assistant Principal	Student's classroom performance Teacher Evaluation	Teacher Evaluations & Assessments
2	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Coach Interpreter Para Professional Assistant Principal	Monitored by many FCIM assessments	Teacher Made & District Assessments
3	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Reading Coach Department Chair Assistant Principals	Follow attendance policy	Attendance records

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The number of Students with Disabilities unable to make satisfactory progress in Geometry will reduce by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% [24]	56% [22]

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	Accommodations not being provided at the regular education classroom level.	Provide each instructor with a list of those students who fall under an Individual Education Plan (IEP) in their respective classroom. Train teachers not experienced with IEP's the correct way to read an IEP and how to provide the required Accommodations to the student.	Department Chair Guidance Counselors Regular Education Teachers Assistant Principals Principal	Assessment Results Regular Education Teacher Interview Documentation IEP Reviews	Documentation of Applied Accommodations
2	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Reading Coach Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
3	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	The number of Economically Disadvantaged students NOT making satisfactory progress in Geometry will be reduced by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (31)	21% (29)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students lacking access to computers and other forms of technology.	Classroom and media center computers available before and after school	Teacher & Administrator	Teacher Monitoring	Teacher Observation
2	Lack of attendance	Provide feedback to parents on their student's attendance record.	Attendance Clerk Assistant Principals Principal Interpreter	Follow attendance policy	Attendance records
3	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
4	Student Interest	Students will be provided more advanced and challenging assignments and interactive assignments to develop skill and knowledge base beyond the basic.	Coach Classroom Teachers Assistant	Student surveys	Comprehension assessments

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Institute	Math 9-12	Robert Beach	All teachers teaching AVID classes; All grade levels	Summer 2012	AVID: % of Academic Improvement Plans based on non-mastery levels	Principal, Assistant Principal, & Leadership Team
AP Summer Institute	Math 9-12	Robert Beach	All teachers teaching AP classes; All grade levels	Summer 2012	AP: % of passing scores - 3 or higher on AP Exams	Principal, Assistant Principal, & Leadership Team
IB Program	Math 9-12	Pat Schneider	All teachers teaching IB classes; All grade levels	Summer 2012	IB: % of successful students graduating in 2014	Principal Assist. Principal IB Coordinator
Pearson Limelight / Inform	Math 9-12	Megan Pardue	All teachers; All grade levels	August 2012	Quarterly Curriculum Review & during PLCs	Principal Assist. Principal

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
Practicing with FCAT Style Calculators in the classroom to prepare for the use of on-screen calculators with the online Exam.	FCAT Style Calculators	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
			Subtotal: \$0.00
Professional Development			

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.					
Science Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

No Data Submitted

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Students scoring at a level 3 in Biology will increase from 76%[236] to 78% [241]
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% [236]	78% [241]

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	Attendance	Monitor and provide feedback to parents in regards to student attendance	Attendance Clerk Department Chair Assistant Principals Principal	Attendance Policy	Attendance Letters
2	Subject is relatively new in regards to being an accountability area. Teachers will still be working to better understand the specific demands of this assessment	Fidelity to the (FCIM) and teach to mastery of the Florida states standards in Biology.	DistrictScience Coach, Biology Teacher, Assistant Principal	Benchmark Testing, mini assessment and criterion reference test.	Formative and Summative assessments
3	Insufficient prerequisite skills	Teachers will incorporate FCIM lessons to build upon prerequisite knowledge.	Classroom Teacher Reading Coach Interpreter Para Professional Assistant Principal	Monitored by many FCIM assessments	Assessments
4	Attendance	Monitor and provide feedback to parents in regards to student attendance	Attendance Clerk Department Chair Assistant Principals Principal	Attendance Policy	Attendance Letters
5	Students will be unfamiliar with the new assessment and the teachers will not have current data to inform targeted instruction.	Fidelity to the (FCIM) and teach to mastery of the Florida states standards in Biology.	DistrictScience Coach, Biology Teacher, Assistant Principal	Benchmark Testing, mini assessment and criterion reference test.	Formative and Summative 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:				
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The number of students scoring at or above a level 4 in Biology will increase from 39%[119] to 45% [139]			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
39%[119]	45% [139]			
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
Common Planning for each course	All Grade Levels/ All Science Courses	Department Chair & Assistant Principal	All Biology teachers	Early Release days twice Monthly & bi-weekly PLC's	Reports submitted to Assistant Principal	Department Chair Assistant Principal
Key Grade Level Skills, Concepts and Academic Vocabulary	All Grade Levels/ All Science Courses	Department Chair & Assistant Principal	All Biology teachers	Early Release days twice Monthly & bi-weekly PLC's	Reports submitted to Assistant Principal	Department Chair Assistant Principal
Determination of Common Readings	All Grade Levels/ All Science Courses	Department Chair & Assistant Principal	All Biology teachers	Early Release days twice Monthly & bi-weekly PLC's	Reports submitted to Assistant Principal	Department Chair Assistant Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The number of students scoring at Achievement Level 3.0 and higher in writing will increase from 88% to 89%
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% [318]	89%[322]

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	Attendance Lack of prior skills Student apathy	Provide parents with attendance records Professional development for teachers directing instruction towards remedial efforts Create lesson with student interest in mind	Department Chair Teachers Assistant Principals Principal Attendance Clerk	Attendance Policy Classroom Assessments Student Self Assessment/ Analysis	Attendance Letters Formatives Summatives Writing products

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
4-Square Writing Method	9th & 10th grade all core curricula	Administrators, Literacy Team	All faculty and administrators	Early Dismissal Trainings & PLC's Classroom Observations, FCAT Writing Data , PLC Collaborations, Pearson Data Systems Classroom Teachers Assistant Principals	Classroom Observations, FCAT Writing Data , PLC Collaborations, Pearson Data Systems Classroom Teachers Assistant Principals	Classroom Teachers Assistant Principals
Claim, Evidence, Comentary	9th & 10th grade all core curricula	Administrators, Literacy Team	All faculty and administrators	Early Dismissal Trainings & PLC's	Classroom Observations, FCAT Writing Data , PLC Collaborations, Pearson Data Systems	Classroom Teachers Assistant Principals
FCAT Writes Scoring	9th & 10th grade ELA and CT Teachers	Classroom Teachers Reading Coach, Assistant Principal	9th & 10th ELA & CT Teachers	Bi-Weekly PLC Meetings	Classroom Observations, FCAT Writing Data , PLC Collaborations, Pearson Data Systems	Classroom Teachers Assistant Principals

Writing Budget:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The overall attendance goal is to improve by 5% the number of students who have 10 or more absences per each 9 week period
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
79%	90
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
130	40

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
90		40			
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	Daily attendance	During Pre-Planning and continuing throughout the year teachers will receive updates and training as to procedures to follow when taking attendance	Attendance Clerk	Daily monitoring of attendance taken or not taken by classroom teachers	On Course
2	Students socializing in the halls and common areas.	A coordinated effort every class change with security personnel, Administrators and teachers in the halls encouraging students to keep moving towards their assigned class.	All certificated staff and security personnel	We will measure success by a decrease in the number of reported tardies	Tardy report from Oncourse
3	Teachers maintaining accurate attendance each day and turning in attendance by the deadline each day (3 p.m.)	Discrepancy reports will be produced and placed in teacher's boxes each day to identify students who were marked as "present" in one class but not in another. Teachers will go back to verify and validate their attendance to ensure accuracy.	Attendance Clerk Classroom Teachers Assistant Principals	Attendance clerk will produce discrepancy reports to be reviewed by individual teachers and evaluated by administrators	Discrepancy Reports Daily Attendance Reports Monthly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accurate Attendance	All Grade Levels Attendance Clerk Entire Staff Pre-Planning Daily Monitoring Attendance Clerk	Attendance Clerk Entire Staff Pre-Planning Daily Monitoring Attendance Clerk	Entire Staff	Pre-Planning	Daily Monitoring	Attendance Clerk

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		Reduce by 10% the number of Outside School Suspensions, Inside Schools Suspensions, After School Detentions and ATOSS Placements			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
5144		4630			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
883		795			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
117		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
102		0			
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 behavior	Involve parents when students find themselves in less than	Assistant Principals Classroom	Anecdotal Contact Logs	Student Discipline Records

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
Foundations Training	All Grade Levels	Assistant Principals	Teachers, Administrators	District Training Schedule	Data Analysis	Assistant Principal
Champs Training	All Grade levels	Assistant Principals	Teachers, Administrators	District Training Schedule	Data Analysis	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>Reduce dropout rate to 2.5 % (2011)</p>
---	--

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
3.1% (2011)	2.5% (2012)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
72.9% (2011)	75% (2012)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor performance on FCAT	Provide focus lessons as part of FCIM	APs	Analysis of student assessments	Benchmark, pma, classroom assessments
2	Students with overage for grade become frustrated and lose focus	Report card analyses will bring awareness to the amount of D's and F's being given each quarter RTI Team Identifies these students and works to provide strategies and resources to support these students	Principal and House Administrators	OnCourse Grade Portal monitoring; Progress Report data	Teacher Assesments

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
CHAMPS training	ALL	Vicki Crowell	PLCs	When Available Through Schultz Center	Classroom observations	Assistant Principal

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1:		Increase parent involvement in both PTSA membership and SAC by 20%			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
PTSA-5 SAC-5		PTSA-5 SAC-13			
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	Because of the time SAC and PTSA are held, many parents are unable to attend. The meetings were not advertised correctly.	We will fluctuate the time and days for some of our parent engagement meetings. We will use our district phone automated service for future meetings.	Joinville. Assistant Principal	Weekly monitoring log.	Sign-in sheet.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
------------------------------------	---------------------	----------------------------------	---	--	-----------------------------------	---

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
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Incorporate cross-curricular instruction between STEM Core classes		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Common Planning	Collaboration of department chairs through monthly leadership meetings	Department Chair Assistant Principal Principal	Report and Feedback brought to Leadership Meetings	Classroom Observations Teacher Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Planning for each course	All Grade Levels/ All Science Courses	Department Chair & Assistant Principal	STEM Subject Area Instructors	Early Release Days Twice monthly Weekly PLC Meetings Monthly Leadership Meetings	Reports submitted to Assistant Principal Feedback at Leadership Meetings	Department Chair Assistant Principal Principal
Key Grade Level Skills, Concepts and Academic Vocabulary	All Grade Levels/ All STEM Related Courses	Department Chair & Assistant Principal	STEM Subject Area Instructors	Early Release Days Twice monthly Weekly PLC Meetings Monthly Leadership Meetings	Reports submitted to Assistant Principal Feedback at Leadership Meetings	Department Chair Assistant Principal Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Improve participation and number of certifications acquired through CTE
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	New Instructor in Culinary Arts with limited background in teaching the course	Culinary Arts Instructor being provided resources and support to build stronger program from experienced Culinary Arts Instructor at Peterson Academies	Assistant Principal	Teacher Evaluation Review CTE Certifications Achieved through program	CAST CTE Cert.

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
Key Grade Level Skills, Concepts and Academic Vocabulary	All CTE Courses-All Grade Levels	Assistant Principal	School-wide PD through Faculty Meetings PLC Group Meetings	Early Release Days Twice monthly PLC Meetings each week	Observations Reports submitted to Assistant Principal	Assistant Principal
Building Progressive Curriculum for Career Tech. focused classrooms	All CTE Courses-All Grade Levels	Assistant Principal	School-wide PD through Faculty Meetings PLC Group Meetings	Early Release Days Twice monthly PLC Meetings each week	Observations Reports submitted to Assistant Principal	Assistant 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:		Reduce the number of students leaving campus without permission.			
2012 Current level:		2013 Expected level:			
15% (240)		5% (12)			
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 Access to main road in front of school	Student parking has been limited to an isolated and monitored parking lot	Assistant Principals	Monitoring by Security & Administration	Attendance Report 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
No Data Submitted						

Budget:

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

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

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student reading scores	Copies of Student self assessment • Copies of Cornell Note Taking • TDE for professional development	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase additional software and equipment to meet our students needs.	Plug Into Reading, Compass Odyssey, Memeo Boards	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
Mathematics	Practicing with FCAT Style Calculators in the classroom to prepare for the use of on-screen calculators with the online Exam.	FCAT Style Calculators	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Reading	Provide opportunities for teacher training in the area of Reading	District Provided Workshops, In-house professional Development, Solution Tree training, AVID summer institute, AP Workshops , Inclusion workshops, ESOL training	Title 1 funds SAI funds SIP funds AP funds Operating funds	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

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.

[View uploaded file](#) (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To develop a Parent Intervention Facility on campus to provide parents with a location on campus to pull resources to provide more academic and behavioral support to students at home.	\$0.00

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

Our SAC will plan activities for the upcoming school year that include efforts to increase parent and community involvement with the school. We will work with parents and local community organizers to better serve the student body. SAC will help in the decision making process of where and how certain funds should be allocated and will play a major part in the non-employee side of the shared decision making process of the school regarding school improvement.

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

Duval School District SAMUEL W. WOLFSON HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	66%	72%	31%	205	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	45%	71%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	57% (YES)			104	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					425	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District SAMUEL W. WOLFSON HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	30%	62%	87%	40%	219	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	38%	65%			103	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	35% (NO)	57% (YES)			92	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					424	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested