

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SOUTH SUMTER HIGH SCHOOL

District Name: Sumter

Principal: Dr. Preston Morgan

SAC Chair: Roy Mitchell

Superintendent: Richard Shirley

Date of School Board Approval:

Last Modified on: 10/19/2012

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	Dr. Preston Morgan	Ph.D. in Educational Leadership MA in Educational Leadership BA in Business Administration	9	24	2010-2011 AYP not met (82%) 2009-2010 A Ayp not met (92%) 2008-2009 C AYP not met (90%) 2007-2008 – A AYP not met (95%) 2006-2007- C AYP not met (82%) 2005-2006 – C AYP not met (85%) 2004-2005 – C AYP not met (80%) 2003-2004 – C AYP not met (83%)
Assis Principal	Joel Camp	M Ed Educational Leadership BS Agriculture	1	1	2010-2011 AYP not met (82%)
Assis Principal	Larry Woodward	M Ed Educational Leadership MS Human Resource Management BA Business Administration			N/A

69	7.2%(5)	18.8%(13)	34.8%(24)	39.1%(27)	24.6%(17)	0.0%(0)	7.2%(5)	1.4%(1)	17.4%(12)
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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
Emily Keeler	Christopher Noe	Same Subject Area	The Sumter County School District has a designed plan, Peer-Mentoring Support Program, that this school follows. Planned activities include, but are not limited to, are: pre-school partnering orientation session; regular meetings to conference and consult; 3 classroom visits/observations (one within the first two weeks of school); complete the Peer-Mentoring Support Program activities and an exit survey. All activities are documented by the monthly checklists and interaction logs. Follow County plan for one year
Anne Collins	Amanda Lyden	Similar Subject	Follow County plan for one year
Jean Tuttle	Amy Hayward	Similar Subject	Follow County plan for one year
Lacy Booth	Jacqueline Judge	Similar Subject	Follow County plan for one year

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Joel Camp – Assistant Principal; Larry Woodward – Assistant Principal; Jackie Jones – Counselor; Mona Oliver – Counselor; Marilyn Noe – ESE Counselor; Mike Foote – Teacher; Jean Tuttle – ESE Teacher; Evelyn Weber – AP Intern

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?

In order to initiate the RtI process there must be a referral form completed by a school professional, usually the student's teacher. The school-based RtI Leadership Team meets with the student's teachers to review intervention the need for intervention. Data collection is done to determine what the problem is and the cause(s) of the problem. Once the problem is identified then research based intervention strategies are discussed to determine the best fit for the student. The general education teacher provides information about core instruction, participates in data collection, delivers Tier 1 instruction/interventions, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2 and 3 activities. The exceptional education teacher participates in student data collection, integrates core instructional activities and materials into the Tier 3 instruction and collaborates with general education teachers on instruction. The RtI Leadership Team collects progress monitoring data from the general education teachers and meets to review school wide and class academic and behavioral data. The team uses current data and problem solving to effect needed academic or behavioral changes at the class/school level.

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?

Members of the RtI Team are responsible for development of the school improvement plan (SIP). The RtI Team reviews data, determines what the problem is, predicts the barriers that exists to create the problem areas and research best practices to address the perceived barriers and implements strategies to improve students in the academics as well as behavior realms.

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 school data management system, AS400 is utilized to access student data. Data can be reported by gender, race, and type of referral. For the academic areas there are numerous data sources available to track the academic achievement of the students: Achievement 3000; Performance Matters; Achievement Series; FOCUS; Behavioral issues are tracked using AS 400. Schools also have access to DATA STAR a data management program housing all Progress Monitoring Plans, Individual Education Plans and state and district test scores. Success Maker prescriptive scheduling reports to verify progress toward goals. Use of the cumulative records on students and use of hard copy papers for team members to take into consideration what the students do in classes and their approach to the school day. The Carnegie program is being used with the Algebra 1A/1B students to help provide data for placement as well.

Describe the plan to train staff on MTSS.

Training started at the district level. The school based administrator is responsible for training the RtI team as well as the faculty and staff. The staff at South Sumter High School will be trained on how the RtI process works and how to refer a student to the process through district trainings. Additional support and reinforcement will be offered on site through faculty meetings and professional learning communities.

Describe the plan to support MTSS.

The school based administrator will input data into the performance matters data base. The data will be used to support and give extra data for MTSS to use in other programs. Data to be input relates to RtI and attendance.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Larry Woodward; Inman Sherman; Kay Moreland; Melissa Simmons; Justin Borum; Renee Perkins; Karen Ray; Jean Tuttle; Danielle Steward and Ty Lawrence.

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

The South Sumter High School Literacy Leadership Team is comprised of teachers from different content areas (Language Arts, Math, Science, Social Studies and Vocations), as well as administration, Media Specialist, Curriculum Specialist and Reading Coach. The team meets quarterly and members plan student activities and in-service trainings to promote reading, writing and vocabulary enrichment across the curriculum. Initiatives were determined by a staff needs assessment survey distributed at the end of last school year. Meeting dates and times will be: Oct 18, Dec 20, Feb 21 and Apr 18. All meetings will be held at 8:15 am in the Reading Lab

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

The major initiatives of the SSSH LLT for this school year are: School-wide root word study; Content Area Reading Strategy of the month; improve classroom libraries; quarterly Book Fairs; Word of the Week (WOW); Reading Skill of the Month; Extended Reading Passages (Achieve 300) and on-going professional development of teachers to implement Reading strategies in all content areas.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Reading Coach, Melissa Simmons, works with all teachers on Next Generation Content Area Reading Strategies Professional Development. She presents numerous training opportunities during faculty meetings to assist all teachers with incorporating reading strategies in all subject areas. The reading coach also sends out a quarterly newsletter "The Reading Raider" summarizing the latest research on reading strategies and provides a related graphic organizer for teachers to incorporate into their lessons. All lesson plans must have documented Learning Focused Solutions, which are proven effective strategies used to increase achievement not only in the content area, but in reading comprehension as well. There is also a school wide focus on vocabulary in the content areas to increase comprehension. Each teacher's Instructional Professional Development Plan must correlate with goals in the School Improvement Plan, which Reading is a large focus. Weekly classroom walkthroughs are conducted by the administration to monitor the classroom implementation of content area reading strategies and vocabulary activities. And finally, the county level reading director does periodic classroom walkthroughs to monitor fidelity of implementation of the content area reading strategies. Common Core Literacy Standards are now a part of all social studies, science, and technical subjects (CTE) as well.

*High Schools Only

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

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

The South Sumter High School offers a wide range of classes within the master schedule. The Guidance Department works with individual students in scheduling classes that are relevant to each individual student. The Learning Focused Solutions Curriculum Maps for each subject are designed to end each unit with a culminating project. This project should be a relevant, real-world issue that the student uses the knowledge learned in the unit to solve the problem. SSHS offers 3 different academies: Medical Careers (MeCA); Early Childhood Education (Tiny Tots) and Agri-Science Academy (A2), and two areas of study: Criminal Justice and Business.

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?

South Sumter High School offers career planning courses as well as several different academies. The academies offered (Medical Career, Agri-science and Child Care Academies) are all CAPE accredited. We also offer Criminal Justice and Business programs that are waiting on industry certification to be considered for academy status. With the assistance from the guidance department, each student can be scheduled in any of these academies to find a relevant course of study for each student. The school also offers job shadowing opportunities to allow the students to make informed decisions about future career choices. The Exceptional Student program offers career preparation and career experience in the transition courses for students with disabilities. Guidance counselors review course plans with students each year to support meaningful course and program selection maximizing opportunities for scholarships, articulated college credit, acceleration, and industry certification.

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

South Sumter High School is committed to improving student readiness for the public postsecondary level in the following pre-graduate indicators: 1) percent of students who completed at least one AP, IB, AICE or dual enrollment course; 2) South Sumter High School has 14.2% of students who completed at least one AP or dual enrollment course compared to a county average of 15.5% and state average of 41.9%. Counselors will meet with academically able students and strongly encourage them to enroll in advanced placement (AP) or dual enrollment (DE) courses. AVID which is a program that provides the support students need to be successful in rigorous coursework.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percentage of all students reaching Reading Proficiency (FCAT Level 3 and above) from 51% to 86%
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of all students who took the Reading FCAT in 2012 achieved a Level 3 or higher.	86% of all students who take the 2013 FCAT Reading will achieve a Level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to comprehend informational texts, technical writings and non-fiction	Learning Focused Solutions (graphic organizers, cooperative learning, summarization...) Implement K-12 County Reading Plan Cloze Reading Extended reading passages used in content areas to increase students ability to understand informational and non-fiction text.	Reading Coach Subject Area Teachers County Level Reading Specialist	Classroom Walkthroughs District Fidelity Checks Lesson Plans PLC – Data Chats Results of Extended Reading Passages	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading
2	Students don't generalize learned reading strategies	Next Generation Content Area Reading Strategies	Reading Coach Subject Area Teachers	Lesson Plans PLC – Data Chats Classroom Walkthroughs	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading
3	Not all students are enrolled in a reading class	All 9th and 10th grade students will be placed in intensive reading (Levels 1-3 all year; Levels 4-5 one semester)	Reading Coach Guidance Counselor	Master Schedule Class Lists	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase the percentage of students scoring at levels 4, 5, and 6 in reading on the Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of all students who took the Florida Alternate Assessment in reading achieved a level 4, 5, or 6.	35% of students who take the Florida Alternate Assessment in reading will achieve a level of 4, 5, or 6.

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 lack vocabulary skill sets.	Learning Focused Solutions, vocabulary strategies Word walls Root word study programs	Reading Teachers Reading Department Chair County Level Reading Specialist Literacy Leadership Team	Classroom Walkthroughs Formative Assessments Lesson Plans Content Area Vocabulary Quizzes PLC - Data Chats	Discovery Education Assessments: Base-line, Mid-Year, and Post Tests Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the percentage of students achieving above proficiency in reading from 25% to 30% on FCAT Reading 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Current percentage of students achieving above proficiency on FCAT Reading 2012 is 25%.	Increase the percentage of students achieving above proficiency on FCAT Reading 2013 to 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of grade level extended and refined activities to challenge students	LFS – Develop more rigorous higher level thinking skills and extend/refine activities in content areas Newspapers In Education Achieve 3000 Literacy Circles	Subject Areas Teachers Administration Reading Coach	Lesson Plans Classroom Walkthroughs PLC – Data Chats Achieve 3000 Reports AR Tests Discussions within the Reading Leadership Team	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading

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

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

30% of students who took the Florida Alternate Assessment scored at level 7 in reading.	Increase the percentage of students who will be taking the Florida Alternative Assessment in 2013 to 35%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient fluency	Technology Assistance: Renaissance AR, Read 180; FCAT Explorer Reading Plus Curriculum Implement K-12 County Reading Plan	Reading Teachers Reading Department Chair County Reading Specialist	Computer Reports Classroom Walkthroughs District Fidelity Checks Lesson Plans PLC Data Chats	Discovery Education Assessments: Base-line, Mid-year, End Tests Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percentage of students making Learning Gains from 58% to 86% on FCAT Reading 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making Learning Gains on FCAT Reading 2012 was 58%.	86% of students will make Learning Gains on FCAT Reading 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading endurance and motivation to participate in sustained, independent reading with self-selected reading materials	Required 30 minutes/day reading "Zine-Zone" Magazine Reading Program Media Center Visits for Book Check out Classroom Libraries/Class Novels Scholastic Book Fair 3 times per year Acheive 3000	Reading Teachers Reading Department Chair Media Specialist	Lesson Plans Reading Logs Media Center Check Out Logs Achieve 3000 Reports	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Testing

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase the percentage of students who made learning gains in reading from 20% (2) to 30% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:

20% (2) of the students who took the Florida Alternate Assessment in reading made learning gains.

On the 2013 Florida Alternate Assessment in reading, 30% (3) of the students will make learning gains.

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:	Increase the percentage of students in the lowest quartile making learning gains in FCAT Reading from 59% to 65% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students in lowest Quartile making learning gains on FCAT Reading 2012 was 59%.	On FCAT Reading 2013 the percentage of students in the lowest quartile making learning gains will be 65%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient fluency	Technology Assistance: Renaissance AR; Read 180; FCAT Explorer Springboard Curriculum Implement K-12 County Reading Plan	Reading Teachers Reading Department Chair County Reading Specialist	Computer Reports Classroom Walkthroughs District Fidelity Checks Lesson plans PLC – Data Chats	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To Increase the percentage of White students making proficiency in FCAT Reading from 50% (191) to 86% (328) on the 2012 assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
2011 percentage of white students making proficiency on FCAT Reading was 50%(191).	86% of white students taking 2012 FCAT Reading will be proficient or higher on the assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to comprehend informational texts, technical writings and non-fiction	Learning Focused Solutions (graphic organizers, cooperative learning, summarization...) Implement K-12 County Reading Plan Extended reading passages used in content areas to increase students ability to understand informational and non-fiction text. Achieve 3000	Reading Coach Subject Area Teachers County Level Reading Specialist	Classroom Walkthroughs District Fidelity Checks Lesson Plans PLC – Data Chats Achieve 3000 Reports Results of Extended Reading Passages	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading
2	Students don't generalize learned reading strategies	Content Area Reading Strategies	Reading Coach Subject Area Teachers	Lesson Plans PLC – Data Chats Classroom Walkthroughs	FAIR Testing FCAT Reading

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	

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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012 FCAT Reading Assessment, increase the percentage of economically disadvantaged students making proficiency or higher from 39% (134) to 86% (295).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading assessment 86%(295) of the economically disadvantaged students will make proficiency or higher.	On the 2012 FCAT Reading assessment 86%(295) of the economically disadvantaged students will make proficiency or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary skill sets	Learning Focused Solutions, Vocabulary strategies W.O.W. (Word of the Week) School-wide Vocabulary Program Word Walls Vocabulary Cartoons Root word Study Programs	Reading Teachers Reading Department Chair County Level Reading Specialist Literacy Leadership Team	Classroom Walkthroughs Formative Assessment Lesson Plans PLC – Data Chats District Fidelity Checks Content Area Vocabulary Quizzes	Discovery Education Assessments: Base-line, Mid-year and Post Tests FCAT Reading

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

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

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

Implement Reading Strategies in Content Areas	All	Reading Coach	All Faculty	Monthly	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Administration County Reading Specialist
Question Task Analysis for FCAT 2.0	9th and 10th	Reading Coach	9th & 10th Content Teachers	September	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Administration County Reading Specialist
Achieve 3000	Reading, Social Studies, Science	Reading Coach	All Reading, Social Studies, & Science Teacher	August	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Administration
Progress Monitoring Plans	All	Reading Coach	All Reading Teachers	September	Review Progress Monitoring Plans Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Administration County Reading Specialist
CIS Model	All	Reading Coach	All Reading and English Teachers	November	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	County Reading Specialist
Lesson Studies	9-12 Reading	Reading Coach	Reading Department Teachers	Monthly	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Assistant Principal Curriculum
PLC	9-12 Reading	Reading Coach	Reading Department Teachers	Monthly	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Principal
School Wide Common Core Implementation	All	Reading Coach	All Faculty	Monthly	Discovery Education Assessments: Base-line, Mid-year, and Post Tests FCAT Reading Test	Administration County Reading Specialist
AVID Strategies	All	AVID Trainers	All Faculty	August	Discovery Education Assessments: Base-line, Mid-year, and Post Tests	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Materials and Supplies	1000 acct	\$200.00
Lesson Study	Materials and supplies	1000 acct	\$200.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Focused Solutions	Classroom Supplies/Materials/Resources	1000 acct.	\$300.00
			Subtotal: \$300.00
			Grand Total: \$700.00

End of Reading Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Increase the percentage of students proficient in Listening/Speaking to 75%.			
2012 Current Percent of Students Proficient in listening/speaking:					
71% of students were proficient in Listening/Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English being spoken at home.	Rosetta Stone Program	Teacher	Practices in Conversation	Assessments CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		Increase the percentage of students proficient in reading from 17% to 25%.			
2012 Current Percent of Students Proficient in reading:					
17% of students are proficient in reading on the CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of materials	Rosetta Stone Program Zine Zone Program	Teacher	Scores on Rosetta Stone Program Number of magazines read by student	CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		Increase the percentage of students proficient in writing from 46% to 51%.			
2012 Current Percent of Students Proficient in writing:					
46% of students were proficient in writing on the CELLA.					
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	Lack of confidence in writing in English.	Rosetta Stone Program Writing to Learn Program Core Solutions	Teacher Administration	Number of Lessons completed in Rosetta Stone Writing Scores in Courses	CELLA

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Increase the percentage of students achieving a score of level 4, 5, or 6 from 30% to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of all students who took the Florida Alternate Assessment in math scored a level 4, 5, or 6.	35% of all students taking the Florida Alternate Assessment will score a level 4, 5, or 6 for 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional accommodations to process information	Learning Lab	ESE Teachers Math Department Chair Administration	Mini-Benchmark Assessments	Florida Alternate Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the percentage of students scoring at or above level 7 in mathematics from 30% (3) to 40% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Florida Alternate Assessment in mathematics had 30%(3) of students scoring at or above level 7.	40% (4) of all students who take the Florida Alternate Assessment in 2013 will score a level 7 or above in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have low vocabulary skills in math.	LFS graphic organizers, cooperative learning, vocabulary strategies. Content Area Vocabulary Quizzes Word Walls	ESE Teachers Math Department Chair Administration	Vocabulary Quizzes Mini-Benchmark Assessments PLC - Data Chat	Florida Alternate Assessment

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.	
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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:		Increase the percentage of students achieving proficiency on Algebra EOC from 31% to 86%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31% of all students who took the Algebra EOC achieved a Level 3 in 2012.		On the 2013 Algebra EOC, 86% of the students will achieve a level 3 on the assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	End of Course (EOC) Exams being computer based.	Textbook Formative Assessment (Technology Based) All Algebra students scheduled in computer Math Lab	Math Teachers Math Department Chair Administration	Formative Assessments Computer Reports PLC - Data Chats Lesson Plans	Discovery Education Assessments Algebra EOC Study Island
2	Number of students in Algebra 1A/1B	Provide numerous opportunities to schedule classes to assist struggling students	Math Teachers Math Department Chair Administration	Computer Reports PLC - Data Chats	Discovery Education 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:	
Increase the percentage of students who achieve above proficiency on Algebra EOC from 11.2% to 15% on assessments.	
2012 Current Level of Performance:	2013 Expected Level of Performance:

11.2% of all students who took the Algebra EOC achieved a level 4 or above on the 2012 assessment.

On the 2013 Algebra EOC assessment, 15% of the students will achieve level 4 or above.

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 extended and refined activities to challenge and motivate.	LFS: Develop more rigorous lessons to engage higher level thinking skills and extended and refined activities. Florida Achieve Focus for Assessments Math Competitions Math Field Day	Math Teachers Math Department Chair Administration	Lesson Plans Formative Assessments Project Results Competition Results PLC - Data Chats	Discovery Education Assessments Algebra EOC

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 #

3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

Algebra 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 subgroup:

3C. English Language Learners (ELL) not making

satisfactory progress in Algebra. Algebra Goal #3C:				
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:				
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:				
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				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Increase the percentage of students who score at the proficiency level on Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	On the 2013 Geometry EOC, Students entering 9th grade in 2012-13 must pass this EOC. For 10th graders taking it will count as 30% of the class grade.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty mastering mathematics concepts	LFS Strategies: graphic organizers, cooperative learning, vocabulary strategies, summarization Geometry Projects	Math Teachers Math Department Chair Administration	Formative Assessments Lesson Plans PLC - Data Chats	Discovery Education Assessments Geometry EOC Study Island
2	End of Course (EOC) Exams being computer based.	Textbook Formative Assessment (Technology Based)	Math Teachers Math Department Chair Administration	Formative Assessments Computer Reports PLC - Data Chats Lesson Plans	Discovery Education Assessments Geometry EOC Study Island

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:	Increase the percentage of students who achieve above proficiency on the Geometry EOC assessment from % to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Geometry EOC, % of the students achieved at or above proficiency on the assessment.	On the 2013 Geometry EOC, % of the students will achieve proficiency on the assessment.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of extended and refined activities to challenge and motivate	LFS: Develop more rigorous lessons to engage higher level thinking skills through extended and refined activities Geometry Projects	Math Teachers Math Department Chair Administration	Lesson Plans Formative Assessments Classroom Walkthroughs Project Results PLC-Data Chats	Discovery Education Assessments Geometry EOC Assessment

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. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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				

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9-12 Math	Math Department Chair	Math Teachers	Monthly	Implement Lesson	Assistant Principal
PLC	9-12 Math	Math Department Chair	Math Teachers	Monthly	Meeting Notes and Agendas	Principal
Common Core Standards Implementation	9-12 Math		Math Teachers		Lesson Plans	County Math Specialist

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
Extra Support for Level 1 &2 students	Calculators	1000 acct	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Materials	1000 acct	\$200.00
Lesson Study	Materials	1000 acct	\$200.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Focus Solutions	Materials/Resources	1000 acct	\$300.00
			Subtotal: \$300.00
			Grand Total: \$950.00

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:	Increase the percentage of students scoring at Levels 4, 5, and 6 in science from 14.2% (1) to 28.5% (2) on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

14.2% (1) student who took the 2012 Florida Alternate Assessment in science scored at Level 4, 5, and 6.	28.5% (2) students who take the 2013 Florida Alternate Assessment in science will score at Level 4, 5, and 6.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with academic vocabulary	LFS: Vocabulary strategies and Word Walls Weekly Content Vocabulary Quizzes Inquiry Based Lessons	ESE Science Teachers Science Department Chair Administration	Lesson Plans Classroom Walkthroughs PLC - Data Chats Quiz Results	Florida Alternate Assessment for Science

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:	Increase the percentage of students who score at or above Level in science on the Florida Alternate Assessment from 28.5% (2) to 42.8% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.5% of students who took the Florida Alternate Assessment in science scored at or above Level 7.	42.8% (3) students who will take the 2013 Florida Alternate Assessment in science will score at or above Level 7.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with content area reading comprehension	Content Area Reading Strategies Extended reading passages used in content areas to increase students ability to understand informational and non-fiction text. Achieve 3000	Classroom Teachers Reading Coach Science Department Chair Administration	Classroom Assessments Lesson Plans PLC - Data Chats Classroom Walkthroughs Achieve 3000 Reports	Florida Alternate Assessment for Science

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:	Increase the percentage of students who score at the proficiency level on Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A -		On the 2013 Biology EOC, students entering 9th grade in 2012-2013 must pass the test. Students who are 10th graders and above the test will count as 30% of the class grade.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to teach required benchmarks and standards	LFS: Curriculum Maps; timelines to ensure all students receive a guaranteed and viable curriculum	Classroom Teacher Department Chair Administration	Formative Assessments Lesson Plans Classroom Walkthroughs PLC – Data Chats	DA Assessments: Base line; Mid-year and Post Discovery Education Assessment Biology EOC Study Island
2	Students have difficulty with academic vocabulary	LFS: Vocabulary Strategies and Word Walls Weekly Content Vocabulary Quizzes Inquiry Based Lessons Writing to Learn New Sequence of Science Courses: Earth/Space Science; Biology; Physics or Chemistry One Earth and Space Class of Freshman Will Participate in AVID	Teacher Department Chair Administration	Lesson Plans Classroom Walkthroughs PLC – Data Chats Quiz Results Master Schedule	DA Assessments: Base line; Mid-year and Post Discovery Education Assessments Biology EOC Study Island
3	Students have difficulty with content area reading comprehension	LFS: graphic organizers; summarizing; cooperative learning Content Area Reading Strategies Extended reading passages used in content areas to increase students ability to understand informational and non-fiction text. (Achieve 3000)	Classroom Teachers Reading Coach Department Chair Administration	Classroom Assessments Lesson plans PLC – Data Chats Classroom Walkthroughs Achieve 3000 reports	DA Assessments: Base line; Mid-year and Post Discovery Education Assesments Biology EOC Study Island

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:	Increase the percentage of students who scored at or above Level 4 in Biology from % to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
% of students who took Biology EOC scored at or above level 4 on the assessment.	% of students who will take the 2013 Biology EOC will score at or above Level 4 on the assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities for practical application of scientific concepts	Technology Support: Gizmo: FCAT Explorer: EETT: Discovery Science: NASA Image Bank Partner with CEMEX to offer an "outdoor classroom" at Sumter Environmental Education Center (SEEC)	Classroom Teacher Science Department Chair County Science Supervisor Administration	Lesson Plans Formative Assessments Classroom Walkthroughs District Fidelity Checks Computer Reports PLC-Data Chats	DA Assessments Discovery Education Assessments Biology EOC
2	Lack of extended and refined activities to challenge and motivate students	LFS: Develop more rigorous lessons to engage higher level thinking skills through extend and refined activities Science Fair/Research Projects required for all 9th - 11th grade honors classes Writing to Learn	Classroom Teacher Science Department Chair Administration	Projects Lesson Plans PLC-Data Chats Classroom Walkthroughs	DA Assessments Discovery Education Assessments Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9-12 Science	Science Department Chair	Science Teachers	Monthly	Implement Lesson	Assistant Principal Curriculum
PLC	9-12 Science	Science Department Chair	Science Teachers	Monthly	Meeting Agendas and Notes PLC-Data Chats	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
Professional Learning Communities	Materials	1000 acct	\$200.00
Lesson Study	Materials	1000 acct	\$200.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Activities	Equipment Replacement and Chemicals	High Cost of Science	\$600.00
Science Activities	Lab Specimen	High Cost of Science	\$1,600.00
Learning Focus Solutions	Materials/Resources	1000 acct.	\$300.00
			Subtotal: \$2,500.00
			Grand Total: \$2,900.00

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:		Increase the percentage of all students scoring at Level 3 or higher on the FCAT writing from 83% to 86%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
FCAT Writing 2012 had a 83% total proficiency rate.		FCAT Writing 2013 have a 86% total proficiency rating.			
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 lack vocabulary, support in body of essay and sentence structure knowledge	LFS: Curriculum maps and prioritized timelines to ensure all students receive guaranteed and viable curriculum; vocabulary strategies; cooperative learning; graphic organizers; extend and refine; summarization Focus on Writing Strategies within classroom Cross-Curricular Writing to Learn Core Solutions	Classroom Teachers Department Chair Administration County Office Specialist	Lesson Plans 3 county based assessments(base-line, mid-year and post-tests) PLC – Data Chats	FCAT Writes
2	Block Scheduling – some students can go 3 months prior to FCAT Writes without having a Lang. Arts class	Saturday Writing Workshop for 10th Graders	10th Grade Lang Arts Teachers Department Chair Administration	Sign in sheets for Workshops Lesson plans for workshops	FCAT Writes

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:	Increase the percentage of students who score at 4 or higher on the Florida Alternate Assessment in writing from 80% (4) to 100% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(4) of students who took the Florida Alternate Assessment scored at 4 or higher in writing.	100% (5) of students who will take the Florida Alternate Assessment in writing will score a 4 or higher.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Core Solutions	9th and 10th Language Arts		Language Arts Teachers		County Writing Prompts	County Office Specialist Assistant Principal Curriculum
PLC	9-12	Language Arts Department Chair	Language Arts Teachers	Monthly	Meeting Notes and Agenda PLC-Data Chats	Principal
Lesson Study	9-12	Language Arts Department Chair	Language Arts Teachers	Monthly	Meeting Agendas and notes as well as completed exemplary lesson implementation	Assistant Principal Curriculum

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Materials	1000 acct	\$200.00
Lesson Study	Materials	1000 acct	\$200.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Writing Workshop for Students	Material/Supplies	1000 acct	\$500.00
Learning Focus Solutions	Materials/Supplies	1000 acct	\$300.00
			Subtotal: \$800.00
			Grand Total: \$1,200.00

End of Writing Goals

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

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

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Decrease the number of students who have excessive unexcused absences and tardies by 25%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance rate for the 2011-2012 school year was 91.6% (956)	Attendance rate for the 2012-2013 will be 94% (1007)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
For the school year 2011-2012 there were 643 students with excessive (10 or more) absences.	For the 2012-2013 school year there will only be 482 students with excessive (10 or more) absences - a 25% decrease.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 261 students with excessive (10 or more) tardies in the 2011-2012 school year.	Expected number of students with excessive (10 or more) tardies will be 196 - a 25% decrease.

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 motivation	75% on Class Final Exam required for excessive absences Developing positive incentives for attendance In the CTE academies, attendance is used to consider participation in academy activities such as field trips, job shadowing, etc.	Classroom Teacher Administration Attendance Intern	Decrease in excessive absences	AS 400
2	Parents unaware of absences	Parent letters out to all students who had excessive absences last school year (Target Group)	District Office Attendance Intern	Decrease in excessive absences	AS 400
3	Excessive documentation required for Youth and Family Alternatives involvement	Child Study Team Track Attendance of Target Group	Attendance Intern	Decrease in excessive Absences	AS 400

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
Attendance Council	9-12	Jean Holstein	All School Site Attendance Interns	Monthly	Monitor Attendance Rates	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives	Positive Rewards	SAC	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Decrease the number of students assigned to ISS and OSS by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 there were a total of 681 days of ISS days served.	Decrease the total number of ISS days by 10% to 613 days for the school year 2012-2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students assigned in ISS was 336 in 2012.	Decrease the number of students assigned in ISS by 10% to 303 students for the school year 2012-2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

The number of OSS days for 2012 was 288.	Decrease the number of OSS days by 10% to 259 for the school year 2012-2013				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
The total number of students assigned to OSS was 61 in 2012.	Decrease the total number of students assigned to OSS by 10% to 55 for the 2012-2013 school year.				
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 unaware of school policies and procedures	School Policies and Procedures printed in school planners Every student receives "Student Code of Conduct" RtI Problem Solving for Behavior Teach PBS Expectations Lunch Detention	Administration	Number of OSS and ISS days assigned.	AS 400

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Expectations and Program	9-12	Administration	All Faculty	Monthly	PBS Announcements	Principal
RtI: B Data Entry Training	9-12	Administration	Assistant Principal Intern	August	On-line Review Modules	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
Positive Behavioral Support (PBS)	Printing (Tickets)	1000 acct	\$125.00
			Subtotal: \$125.00
			Grand Total: \$125.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Decrease dropout rate by 10% and increase graduation rate by 10%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2010-2011 Dropout Rate, according to SPAR, is 1.9% (26)	Decrease the current Dropout rate by 10%, making the rate 1.71% (23).
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The 2010-2011 graduation rate is 87.5% (956).	Increase the current Graduation Rate by 10%, making the rate 96.2% (1052).

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 don't feel connected to the school	RtI Problem Solving Model for Academics Progress Monitoring Plans (PMPs) Freshman Target Group PBS	Administration Guidance Counselors ESE Teachers	PMP progress reports Nova Net reports PBS winner Lists master Schedule Class Lists	EOC Report Cards Promotion lists
2	Lack of credit attainment	Credit Recovery Lab	Guidance Counselor	After School attendance Nova Net Reports	Nova Net Completion Reports Promotion letters

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Positive Behavioral Support	Student Incentives/Prizes	Grants	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Develop a process to gauge parental involvement using the hits on the school website and the number of parents using Parent View on the electronic grade book.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
No records kept.	Increase the number of parents who are issued a Parent View password and increase the number of school website hits by 25%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents being aware of the web-site	Post school web-site on marquee. Include web-site in letters mailed home.	Activities Director Administration	an increase in the number of hits on the web site	Web-site counter
2	Parents not getting the ParentView Password to access the electronic gradebook	Use more methods to advertise the need to get a password to the parents: use the marquee; make announcement at home athletic events; make a poster to display in the front office...	Assist Prin. Intern Activities Director	an increase in the number of parent passwords handed out.	Signature Sheets completed by Parent/Guardian when they are given the password to access ParentView.

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
Parental Contact	Student Planners	1000 acct	\$2,755.39
			Subtotal: \$2,755.39
			Grand Total: \$2,755.39

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase the number of students who participate in AP 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 student awareness and/or motivation.	Link college opportunities with college programs at college fair	AVID Teacher Administration	Increase class rosters in AP classes	Student Class Schedules
2	Lack of opportunities	Add two STEM CTE programs - AG Biotechnology and Biomedical Sciences	CTE Teachers Administration	Increase class rosters in the new programs	Student Class Schedules

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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:			Increase the number of students receiving industry certification by 5% within the Career Academies.		
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 Student Motivation	Promote awareness of potential careers through Career & College Fair	CTE Department Chair Administration	Number of Certification Exams	Increase in pass rate of exams
2	Lack of awareness of benefits of CTE program completion	Programs of Study - marketing the Bright Futures Gold Seal scholarship, Career Pathways articulated college credit, Industry Certification	CTE Teachers Administration	Number of Students enrolled in CTE programs	Increase number of students on class rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	9-12	CTE Department Chair	CTE Teachers	Monthly	Meeting Notes and Agenda PLC - Data Chats	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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Extra Support for Level 1 & 2 students	Calculators	1000 acct	\$250.00
				Subtotal: \$250.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Community	Materials and Supplies	1000 acct	\$200.00
Reading	Lesson Study	Materials and supplies	1000 acct	\$200.00
Mathematics	Professional Learning Community	Materials	1000 acct	\$200.00
Mathematics	Lesson Study	Materials	1000 acct	\$200.00
Science	Professional Learning Communities	Materials	1000 acct	\$200.00
Science	Lesson Study	Materials	1000 acct	\$200.00
Writing	Professional Learning Communities	Materials	1000 acct	\$200.00
Writing	Lesson Study	Materials	1000 acct	\$200.00
				Subtotal: \$1,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Learning Focused Solutions	Classroom Supplies/Materials/Resources	1000 acct.	\$300.00
Mathematics	Learning Focus Solutions	Materials/Resources	1000 acct	\$300.00
Science	Science Activities	Equipment Replacement and Chemicals	High Cost of Science	\$600.00
Science	Science Activities	Lab Specimen	High Cost of Science	\$1,600.00
Science	Learning Focus Solutions	Materials/Resources	1000 acct.	\$300.00
Writing	Saturday Writing Workshop for Students	Material/Supplies	1000 acct	\$500.00
Writing	Learning Focus Solutions	Materials/Supplies	1000 acct	\$300.00
Attendance	Student Incentives	Positive Rewards	SAC	\$200.00
Suspension	Positive Behavioral Support (PBS)	Printing (Tickets)	1000 acct	\$125.00
Dropout Prevention	Positive Behavioral Support	Student Incentives/Prizes	Grants	\$200.00
Parent Involvement	Parental Contact	Student Planners	1000 acct	\$2,755.39
				Subtotal: \$7,180.39
				Grand Total: \$9,030.39

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives, Security, and Parental Involvement.	\$93.00

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

Our SAC members will review the School Improvement Plan and determine how to use the funds that are available. They will also give input to initiatives that relate to the school.

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

Sumter School District SOUTH SUMTER HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	81%	87%	48%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	80%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	66% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					510	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sumter School District SOUTH SUMTER HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	84%	93%	47%	271	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	83%			136	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?	51% (YES)	81% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					539	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested