

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DUNCAN U. FLETCHER HIGH SCHOOL

District Name: Duval

Principal: Donald F. Nelson

SAC Chair: Tom Caldwell

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 1/10/2013

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  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Donald Nelson	Bachelor of Education (UNF) Master of Educational Leadership (UNF)	1	7	Fletcher MS: 2012- B 2011- A 2010- A Twin Lakes MS: 2009- A 2008- A 2007- A 2006- A
Assis Principal	Lance Barnett	Bachelor of Science in Physical Education with a minor in Math Master of Science in Educational Leadership	4	14	Assistant Principal- Fletcher HS: 2012- 2011-B 2010- A (Proposed) Principal- Andrew Jackson HS: 2008- F 2007- F 2006- D Assistant Principal- Terry Parker HS: 2005- C Assistant Principal- Darnell Cookman MS: 2004- A 2003- A 2002- A Terry Parker:

					2001- C 2000- C
Assis Principal	Kim Gallagher	Bachelor of Arts in English Literature & Master of Science in Educational Leadership	5.5	5.5	Fletcher HS: 2012- 2011- B 2010- B 2009- B 2008- A 2004- C 2003- C 2002- C 2001- C
Assis Principal	Jacqueline Jones	Master of Science in Educational Leadership	1	3	Assistant Principal- Englewood HS: 2012- D Assistant Principal- Edward H. White HS: 2011- D
Assis Principal	Candice Derbecker	Bachelor of Science in Mathematics (JU) Master of Arts and Teaching in Educational Leadership (JU)	1	15	2004-2012- Informational Technology Assistant Principal- Englewood HS: 2004- C 2003- C 2002- D 2001- C 2000- C 1999- C Assistant Principal- JEB Stuart MS: 1997-98 Terry Parker: 1991-95 2003-C 2002-C

## 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)
Instruction & Literacy	Dennis Hester	Bachelor of Arts Degree in Political Science with minor in Public Relations Master of Science Degree in Secondary Education  Certified in Social Science 6-12, Political Science and ESOL Endorsement. Seeking CARPD Certification by spring 2011.	5	9	Fletcher High School: 2012- 2011- B 2010- B 2009- B 2008- A District Standards Coach from 2004-2008 Fletcher High School: 2003- C Teacher- Fletcher Middle School: 2002- A District Cadre from 1998-2001

## 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. School Brochure on school accomplishments, history & programs	Dennis Hester Instructional Coach	August, 2012	
2	2. School website on school accomplishments, history & programs	Laura Strickland- Media Specialist	August 2012	
3	3. Facilitation of Reading Competency II Online (FORPD) for teachers to complete Reading Endorsement &/or CARPD in Science & Social Studies	Dennis Hester Instructional Coach	Fall 2012 Spring 2013	
		Professional		

4	4. Professional Learning Communities	Learning Communities Facilitators	May 22, 2013	
5	5. Regular meetings with instructional coach	Dennis Hester Instructional Coach	On-going	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6 - teaching out-of-field = 5.2%	Weekly observations by instructional coach with debriefings Completion of the MINT program Completion of the Alternative Certification Program Monthly review of teacher IPDP plan

### 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
114	2.6%(3)	5.3%(6)	30.7%(35)	61.4%(70)	43.9%(50)	96.5%(110)	11.4%(13)	9.6%(11)	12.3%(14)

### 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
Nonie Marasco	Mi Young Augustine	Both teach same subject (Geometry) and Mrs. Marasco is department head and has excellent success rate with EOC.	Weekly observations Weekly meeting during planning period Co-teaching done periodically Working towards permanent and ESOL compliance Support with Alternative Certification Program
Jari Tracy	Brian Gilbert	Jeri Tracy is an excellent Math teacher and classroom is close to Brian. Also, Jeri has a history of working with pre-interns and interns.	Weekly observations Weekly meeting during planning period Co-teaching done periodically Working towards permanent and ESOL compliance Support with Alternative Certification Program
		Both teach	

Sandy Simpson	Greg LaFave	same subject (I Math) and Mrs. Simpson was department head at her previous school (FMS) and has excellent success rate with EOC.	Weekly observations Weekly meeting during planning period Co-teaching done periodically Working towards permanent and ESOL compliance Support with Alternative Certification Program
Joanne Lange	Eden Reynolds	Joanne Lange is National Board Certification in ELA and is ELA department head.	Weekly observations Weekly meeting during planning period Co-teaching done periodically Working towards permanent certification and ESOL certification
Kevin Brown	Tom Velezquez	Kevin also teaches Marine Science and has taught Earth/ Space Science. They share similar outside of school interests.	Weekly observations Weekly meeting during planning period Co-teaching done periodically Working towards permanent certification and ESOL compliance Support with Alternative Certification Program

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

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.

Identify the school-based MTSS Leadership Team.  
Program Facilitators- Carmen Sasan (Guidance) & Jennifer Dunkley (Guidance)  
Principal- Don Nelson  
Asst. Principal- Kim Gallagher  
Literacy Support- Tina Reed  
ESE Representative- Connie Olsen  
Technical Support- Wyne Karnath  
Patrick Hughes- District support- District Psychologist

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?

Fletcher's RtI Team meet around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets 2 times per month to engage in the following activities:

- Review universal screening data and link to instructional decisions;
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will:

- Identify professional development and resources.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following:

Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

Tier 3, the current TARGET Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

Exceptional Student Education (ESE) teachers participate in student data collection, integrates core, instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as Co-teaching, observing classrooms with mainstreamed ESE students in the class and frequent meetings with Professional

Learning Communities (PLCs) and Small Learning Communities (SLCs) to discuss specific students and specific strategies.

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?

Fletcher's RTI Team leads the faculty in a review of the data and, with input from building instructional teams, develops the Literacy Leadership Team (LLT) initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year.

#### 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.

Baseline data: Pearson (Inform), Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)

Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate

End of year: FAIR, FCAT

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Pearson Formative Assessments

Frequency of data review: Wednesdays (opposite of Early Dismissal) 1:45-2:30 in Administrative Conference Room.

Describe the plan to train staff on MTSS.

The school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffold RTI professional learning that is results-driven, standards-based, school-centered, and sustained over time.

RTI Professional Development training will include:

- Review of RTI to entire faculty.
- Training for PLC facilitators will occur on how to use data (& other information) to determine instructional steps & possible interventions.
- PLC and SLC meetings will center on comparing Progress Monitoring Assessment Results, Sharing of best practices for upcoming instruction & plan remediation/enrichment interventions for students.
- The school instructional coach will meet with teachers on an individual basis for professional development as needed.

Describe the plan to support MTSS.

Monthly meetings with administration included and follow-up on expected Tier 1-3 strategies with monthly progress reviews.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

LLT Facilitators- Dennis Hester (Instructional Coach), Tina Reed (Reading Lead Teacher)

Asst. Principal- Kim Gallagher

Instructional Coach/ELL Support- Dennis Hester

Reading Lead Teacher- Tina Reed

Social Studies Representative- Ashley Snell

Social Studies Writing Representative- Roy Fallon

Science Representative- Rebecca Wessels

ELA & Writing Representative- Joanne Lange

Math Representative- Brian Gilbert

Reading Teachers- Drew Davis, Kathy Shoemaker, Kristin Tidmore, Heather Kopp

ESE Representative- Connie Olsen

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

The LLT meets monthly (2nd Tuesday of each month) to determine literacy needs and implementation of the expected literacy strategies. The purpose of the LLT is to discuss the most effective literacy strategies (Reading, Writing and Organization) and the infusion of strategies into classroom daily use. The LLT also discusses implementation of the Focus Lessons into teacher daily lessons.  
The LLT develops the professional development needed for implementation of the Reading Strategic Plan and the Writing Strategic Plan.

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

1. The continued professional development and monitoring of the reading strategies in all classrooms.
2. The continued professional development and monitoring of the organization strategy (Cornell Notes) in all classrooms.
3. The professional development, implementation and monitoring of the district-mandated timed writings in grades 9-12 ELA. (Write Score scoring the grade 9-10 district timed writings).
4. The professional development, implementation and monitoring of the Social Studies Persuasive Writing Plan in all Social Studies classes.
5. The continued professional development and monitoring of the organizational strategy Cornell Notes in all subject 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.

All teachers have been trained in the school mandated reading strategies (Anticipation Guide (Pre-reading), Annotating (metacognition reading strategy) and the post-reading strategy (Summarization).  
All teachers are expected to integrate the reading strategies into their daily lesson plans. Teachers are evaluated by the school Progress Monitoring form to ensure implementation.

### \*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?

Fletcher is working towards making sure that students see relevance in every course that they take. Not only are there courses that provide immediate relevance, but all teachers are expected to list the Learning Outcome for each lesson that they teach. This is done so that the student can see the reason why they are learning what they are learning. Also, the assessments are to include relevant situations that the student will need to use higher cognitive skills to answer the question.

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?

The guidance department meets with every student in grades 9-12 to make sure that their schedules are not only meeting state guidelines but are also filled with courses that the students are interested in. Also, they have conversations with the students about their goals and aspirations and help them in determining the path that they can take that can give them the best opportunity for courses that the student finds meaningful.

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Based upon the data, Fletcher High School consistently scores above the district & state average for % of graduates scoring a 3 or higher on the FCAT Reading & Math.

Strategies to improve student readiness for the post-secondary level:

- Students & parents are encouraged to enroll in honors & advanced courses by the administration, guidance counselors & teachers.
- Students who choose to “opt-out” of advanced placement courses (after being scheduled into the courses) have to:
  - The parents are to contact the AP teacher to discuss the student potential & issues.
  - The parents must sign a waiver agreeing to the course change
  - The student & the parents must meet with the principal before the course change is made.
- The school offers 26 Advanced Placement courses & 12 Dual Enrollment courses.
- The school offers to pay the testing fee for any grade 11 students who are interested in taking the PSAT.
- The teachers have included in their opening of school lessons the advantages of applying for Free/Reduced Lunch status for students who are eligible. This opportunity encourages students to take the SAT/ACT & apply to colleges because the fees could be waived.
- Guidance counselors, at the start of the year, go into classes and promote students to use FACTS.ORG & the advantages of taking the SAT/ACT/ASVAB tests.
- The school schedules a testing day & has all grade 12 students take the ASVAB.
- The school consistently has colleges & universities come and meet with interested students during the school day.



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In grades 9-10, 63% (394) of students will achieve a 3 or higher on the 2013 administration of the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (362)	63% (394)

#### 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	1a.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1a.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the FCAT Strands) and common Focus Lessons for students to prepare for FCAT & EOC Assessments.	1a.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the FCAT Strands) and common Focus Lessons for students to prepare for FCAT & EOC Assessments.	1a.1. Progress Monitoring observations CAST observations	1a.1. Teacher daily lesson plans
2	1a.2. Teachers not using the school-expected reading strategies on a consistent basis. (Plugged Into Reading Power Strategies)	1a.2. All teachers will implement the school expected reading strategies into their daily lessons.	1a.2. Each House administrator & Instructional Coach	1a.2. Instructional Coach & the administration will conduct Focus Walks to determine implementation through observation & student interviews.	1a.2. Progress Monitoring Form & Cumulative data report. District Walk-thrus
3	1a.3. Teachers not Conducting formative assessments due to district irregularities and teacher issues.	1a.3. Students in grades 9-12 ELA classes will administer formative assessments based on the FCAT Reading Strands.	1a.3. Instructional Coach Testing Coordinator	1a.3. Pearson & PLC generated formative assessments will be given, based on district curriculum.	1a.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus
4	1a.4. Teachers not using the school-expected reading strategies on a consistent basis. (Plugged Into Reading Power Strategies)	1a.4. All teachers will implement the school-expected reading strategies into their daily lessons.	1a.4. Each House administrator & Instructional Coach	1a.4. Instructional Coach & the administration will conduct Focus Walks to determine implementation through observation & student interviews.	1a.4. Progress Monitoring Form & Cumulative data report. District Walk-thrus

5	1a.5. Teachers not conducting formative assessments due to district irregularities and teacher issues.	1a.5. Students in grades 9-12 ELA classes will administer formative assessments based on the FCAT Reading Strands.	1a.5. Instructional Coach Testing Coordinator	1a.5. Pearson & PLC-generated formative assessments will be given, based on district curriculum.	1a.5. Pearson-generated Reports & PLC meeting notes & data results. District Walk-thrus
6	1a.6. Not receiving the Pearson (Inform) student data at the start of school.	1a.6. Teachers will use diagnostic data to determine student groups for differentiated instruction.	1a.6. Administration	1a.6. Administrators will observe teachers & conduct post conferences to review lesson plans & groups based on strand needs.	1a.6. Teacher lesson plans Pearson (Inform) Data Teacher group lists
7					

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:	In grades 9-10, 63% (394) of students will achieve a 3 or higher on the 2013 administration of the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (362)	63% (394)

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	1b.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1b.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the FCAT Strands) and common Focus Lessons for students to prepare for FCAT & EOC Assessments.	1b.1. Instructional coach administration	1b.1. Progress Monitoring observations CAST observations	1b.1. Teacher daily lesson plans
2	1b.2. Teachers not using the school-expected reading strategies on a consistent basis. (Plugged Into Reading Power Strategies	1b.2. All teachers will implement the school expected reading strategies into their daily lessons.	1b.2. Each House administrator & Instructional Coach	1b.2. Instructional Coach & the administration will conduct Focus Walks to determine implementation through observation & student interviews	1b.2. Progress Monitoring Form & Cumulative data report. District Walk-thrus
3	1b.3. Teachers not Conducting formative assessments due to district irregularities and teacher issues.	1b.3. Students in grades 9-12 ELA classes will administer formative assessments based on the FCAT Reading Strands.	1b.3. Instructional Coach Testing Coordinator	1b.3. Pearson & PLC generated formative assessments will be given, based on district curriculum.	1b.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 9-10, 63% (394) of students will achieve a 3 or higher on the 2013 administration of the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (362)	63% (394)

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	2a.1. Grade 9-10 ELA teachers potentially are not familiar with the new curriculum.	2a.1. All grade 9-10 ELA honors classes will use the minimum expectations list developed through Vertical Articulation with AP Language & AP Literacy.	2a.1. Grade 9 & 10 House Administrator Instructional Coach ELA DH	2a.1. Grade 9 & 10 House Administrators will meet with the ELA PLC groups to discuss implementation issues & next steps. The instructional Coach & ELA DH will conduct Focus Walks (concentrating on student interviews & portfolio reviews) to determine level of implementation.	2a.1. PLC meeting notes Progress Monitoring reports Student portfolios Teacher lesson plans
2	2a.2. Cannot schedule all students into the appropriate classes based on FCAT Reading Levels.	2a.2. The scheduling of all Level 4-5 FCAT Reading Students into Honors ELA Grade 9-10 and into Grade 11 AP Language & Grade 12 AP Literature	2a.2. Assistant Principal of Curriculum	2a.2. All level 4-5 students' schedules will be reviewed to ensure students are scheduled into Honors and AP ELA classes.	2a.2. Student Schedules Pearson (Inform) data of teachers
3	2a.3 Teachers will need to adjust to the different curriculum and program of AICE.	2a.3 The highest achieving students (156) in grade 9-10 will be enrolled in the AICE accelerated Learning Program. (Pre-AICE ELA, A.P. Human Geography, AICE General Paper & AICE European History)	2a.3 AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2a.3 Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal Wednesdays	2a.3 Student Schedules Pearson (Inform) data of teachers
4	2a.4 Grade 9-10 ELA teachers potentially are not familiar with the new curriculum.	2a.4 All grade 9-10 ELA honors classes will use the minimum expectations list developed through Vertical Articulation with AP Language & AP Literacy.	2a.4 Grade 9 & 10 House Administrator Instructional Coach ELA DH	2a.4 Grade 9 & 10 House Administrators will meet with the ELA PLC groups to discuss implementation issues & next steps. The instructional Coach & ELA DH will conduct Focus Walks (concentrating on student interviews & portfolio reviews) to determine level of implementation.	2a.4 PLC meeting notes Progress Monitoring reports Student portfolios Teacher lesson plans
5	2a.5 Cannot schedule all students into the appropriate classes based on FCAT Reading	2a.5 The scheduling of all Level 4-5 FCAT Reading Students into Honors ELA Grade 9-10 and into	2a.5 Assistant Principal of Curriculum	2a.5 All level 4-5 students' schedules will be reviewed to ensure students are scheduled	2a.5 Student Schedules Pearson (Inform) data of teachers

	Levels.	Grade 11 AP Language & Grade 12 AP Literature.		into Honors and AP ELA classes.	
6	2a.6 Teachers will need to adjust to the different curriculum and program of AICE.	2a.6 The highest achieving students (156) in grade 9-10 will be enrolled in the AICE accelerated Learning Program. (Pre-AICE ELA, A.P. Human Geography, AICE General Paper & AICE European History)	2a.6 AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2a.6 Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal Wednesdays	2a.6 Student Schedules Pearson (Inform) data of teachers

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	In grades 9-10, 63% (394) of students will achieve a 3 or higher on the 2013 administration of the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (362)	63% (394)

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	2b.1. Grade 9-10 ELA teachers potentially are not familiar with the new curriculum.	2b.1. All grade 9-10 ELA honors classes will use the minimum expectations list developed through Vertical Articulation with AP Language & AP Literacy.	2b.1. Grade 9 & 10 House Administrator Instructional Coach ELA DH	2b.1. Grade 9 & 10 House Administrators will meet with the ELA PLC groups to discuss implementation issues & next steps. The instructional Coach & ELA DH will conduct Focus Walks (concentrating on student interviews & portfolio reviews) to determine level of implementation.	2b.1. PLC meeting notes Progress Monitoring reports Student portfolios Teacher lesson plans
2	2b.2 Cannot schedule all students into the appropriate classes based on FCAT Reading Levels.	2b.2 The scheduling of all Level 4-5 FCAT Reading Students into Honors ELA Grade 9-10 and into Grade 11 AP Language & Grade 12 AP Literature.	2b.2 Assistant Principal of Curriculum	2b.2 All level 4-5 students' schedules will be reviewed to ensure students are scheduled into Honors and AP ELA classes.	2b.2 Student Schedules Pearson (Inform) data of teachers
3	2b.3 Teachers will need to adjust to the different curriculum and program of AICE	2b.3 The highest achieving students (156) in grade 9-10 will be enrolled in the AICE accelerated Learning Program. (Pre-AICE ELA, A.P. Human Geography, AICE General Paper & AICE European History)	2b.3 AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2b.3 Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal Wednesdays	2b.3 Student Schedules Pearson (Inform) data of teachers

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	59% (368) of students will achieve learning gains on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (337)	59% (368)

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	3a.1. Teachers not teaching students effective study skills and time management techniques.	3a.1. Teachers not teaching students effective study skills and time management techniques.	3a.1. Instructional Coach Teachers trained in Covey's Habits, SLS class & Collegeboard AVID	3a.1. Instructional Coach & administration will monitor classrooms & interview students periodically to determine level of implementation.	3a.1. Teacher lesson plans CAST & Progress Monitoring forms
2	3a.2. Students may be missed during the FAIR assessments. The FAIR assessment may not yield needed data.	3a.2. The school will implement FAIR assessments to monitor student progress to all grade 9-10 FCAT Reading level 1 & 2 students.	3a.2. Testing Coordinator Reading DH	3a.2. Review FAIR data reports to ensure teachers are assessing students according to created schedule	3a.2. Print out of FAIR assessments results.
3	3a.3. Teachers not conducting formative assessments due to district irregularities and teacher issues.	3a.3. Students in grades 9-12 ELA classes will take formative assessments based on the FCAT Reading Strands.	3a.3. Instructional Coach Testing Coordinator	3a.3. Pearson & PLC generated Formative assessments will be given, based on district curriculum.	3a.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus
4	3a.4. Students may be missed during the FAIR assessments.  The FAIR assessment may not yield needed data.	3a.4. The school will implement FAIR assessments to monitor student progress to all grade 9-10 FCAT Reading level 1 & 2 students.	3a.4. Testing Coordinator Reading DH	3a.4. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	3a.4. Print out of FAIR assessments results.
5	3a.5. Teachers not conducting formative assessments due to district irregularities and teacher issues.	3a.5. Students in grades 9-12 ELA classes will take formative assessments based on the FCAT Reading Strands.	3a.5. Instructional Coach Testing Coordinator	3a.5. Pearson & PLC-generated formative assessments will be given, based on district curriculum.	3a.5. Pearson-generated Reports & PLC meeting notes & data results. District Walk-thrus
6	3a.6. Teachers will not be able to use the Pearson (Inform) data to develop small groups to differentiate instruction.	3a.6. Teachers will use diagnostic data to determine student groups for differentiated instruction.	3a.6. Administration	3a.6. Administrators will observe teachers t& conduct post conferences to review lesson plans & groups based on strand needs.	3a.6. PLC Collaboration Forms Data from Common assessments from Focus Calendar District Formative Assessment data
	3a.7. ELA, Social Studies and Science Teachers will not incorporate Focus Lessons into their daily	3a.7. Teachers will utilize their PLC time to review student data, develop common assessments,	3a.7. ELA, Science, Social Studies DHs PLC Facilitators House	3a.7. House administrators will meet with (identified) PLC groups to review effectiveness and next	3a.7. PLC Collaboration Forms Data from Common assessments from

7	routine	generate a Focus Calendar (based on the FCAT Reading Strands) and common Focus Lessons for students to prepare for FCAT Reading Assessment.	administrators	steps.	Focus Calendar District Formative Assessment data
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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:	59% (368) of students will achieve learning gains on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (337)	59% (368)

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	3b.1. Teachers not teaching students effective study skills and time management techniques.	3b.1. Teachers not teaching students effective study skills and time management techniques.	3b.1. Instructional Coach Teachers trained in Covey's Habits, SLS class & Collegeboard AVID	3b.1. Instructional Coach & administration will monitor classrooms & interview students periodically to determine level of implementation.	3b.1. Teacher lesson plans CAST & Progress Monitoring forms
2	3b.2. Students may be missed during the FAIR assessments. The FAIR assessment may not yield needed data.	3b.2. The school will implement FAIR assessments to monitor student progress to all grade 9-10 FCAT Reading level 1 & 2 students.	3b.2. Testing Coordinator Reading DH	3b.2. Review FAIR data reports to ensure teachers are assessing students according to created schedule.	3b.2. Print out of FAIR assessments results.
3	3b.3. Teachers not conducting formative assessments due to district irregularities and teacher issues.	3b.3. Students in grades 9-12 ELA classes will take formative assessments based on the FCAT Reading Strands.	3b.3. Instructional Coach Testing Coordinator	3b.3. Pearson & PLC generated Formative assessments will be given, based on district curriculum.	3b.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus

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:	49% (306) of students in the lowest 25% will achieve learning gains on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (275)	49% (306)

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	4a.1. Teachers have not had enough training to be able to move to providing support, rather than just offering support.	4a.1. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all sub-groups. Plan differentiated instruction using evidence-based instruction/ interventions within their reading & ELA classes. Tier #2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data & will include explicit instruction, modeled instruction, guided practice & independent practice. Tier #3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core.	4a.1. Rti Team Reading DH Case Manager	4a.1. Student progress is assessed using FAIR Ongoing process Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.  Student progress is assessed using FAIR OPM 3 times per year. Adequate progress & next intervention steps are determined by Rti team (& TARGET Team if applicable) monthly.	4a.1. FAIR OPM data. Benchmark Data Pearson Formative Data Teacher formative & summative data SRI data Reading assessment data
2	4a.2. Teachers will not follow the plans as developed.	4a.2. Teachers will develop Progress Monitoring Plans (PMPs) for all level 1-2 students in Reading.	4a.2. House administrators SLC facilitators	4a.2. Quarterly Curriculum Reviews each 9 weeks to review student progression through PMP	4a.2. Quarterly Curriculum Review Reports Teacher Lesson Design Notebooks
3	4a.3 Cannot schedule all students into the appropriate classes based on grade levels.	4a.3. Grade 9-10 Students identified at FCAT Reading level 1 (and non-fluent level 2) will be scheduled into intensive reading course for the academic year. (Plugged In)	4a.3. Reading DH Assistant Principal for Curriculum	4a.3. All students identified as lowest 25%, their schedules will be reviewed to ensure they are scheduled into Intensive Reading.	4a.3. Student schedules Pearson data of teachers
4	4a.4 Cannot schedule all students into the appropriate classes based on Grade Levels.	4a.4 Grade 9-10 Students identified at FCAT Reading level 1 (and non-fluent level 2) will be scheduled into intensive reading course for the academic year. (Plugged	4a.4 Reading DH Assistant Principal for Curriculum	4a.4 All students identified as lowest 25%, their schedules will be reviewed to ensure they are scheduled into Intensive Reading.	4a.4 Student schedules AIDE data of teachers

		In)			
5	4a.5 Fletcher's Lowest 25% is both Level 1 & 2 students. The Level 2 (& bubble students) may not receive the reading support that Level 1 students are receiving in Intensive Reading.	4a.5 Grade 9 and 10 Level 2 in FCAT Reading will be placed in (Grade 9) World Cultural Geography class with Kelly Salls and (Grade 10) World History with David Bennett to generate a small learning community for these students.	4a.5 Instructional Coach Grade 9 Social Studies Lead Teacher Grade 10 Social Studies Lead Teacher Reading DH APSS of Curriculum	4a.5 Pearson Formative Assessments Common Assessments Observations by instructional coach	4a.5 Pearson Formative Assessments results Observations Student grades

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 # By 2013, 67% of students will be able to read at or above grade level.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Reduce the percents not making satisfactory progress in reading for the following subgroups: White by 4% Black by 16% Hispanic by 7% Asian by 11%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 32% (225) Black: 73% (514) Hispanic: 57% (401) Asian: 44% (310)	White: 28% (214) Black: 57% (435) Hispanic: 50% (382) Asian: 33% (252)

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	5B.1. Minority students may not be engaged into the curriculum.	5B.1. Incorporate diverse readings into the curriculum to enhance minority student interest.	5B.1. ELA Department Head Social Studies Department Head ELA Grade 9-10 PLC Groups	5B.1. Student surveys regarding the materials used at the end of each 9 weeks. Student input as to the type of diverse readings that can be used.	5B.1. Student surveys Informal interviews with students and teachers.
2	5B.2. Teachers will not monitor or encourage students to use the classroom libraries provided.	5B.2. To increase the classroom libraries in ELA and Social Studies classes to better reflect diversity reading opportunities for all students.	5B.2. Instructional Coach ELA DH Social Studies DH	5B.2. Surveys to teachers to determine what books they would like to diversify their classroom libraries. ELA DH and Social Studies DH will go into classrooms to review libraries to determine next steps.	5B.2. ELA and Social Studies classrooms.



3	5B.3. Not as many Black students are in higher level ELA and Social Studies courses, as are Whites.	5B.3. Review schedules of Black students to determine if they can be scheduled into Honors and AP ELA and Social Studies classes.	5B.3. Guidance Counselors	5B.3. Review schedules, permanent records and interview teachers of perspective candidates	5B.3. Monitoring of student success through guidance.
4	5b.4 Minority students may not be engaged into the curriculum.	5b.4 Incorporate diverse readings into the curriculum to enhance minority student interest.	5b.4 ELA Department Head Social Studies Department Head ELA Grade 9-10 PLC Groups	5b.4 Student surveys regarding the materials used at the end of each 9 weeks. Student input as to the type of diverse readings that can be used.	5b.4 Student surveys Informal interviews with students and teachers.
5	5b.5 Teachers will not monitor or encourage students to use the classroom libraries provided.	5b.5 To increase the classroom libraries in ELA and Social Studies classes to better reflect diversity reading opportunities for all students.	5b.5 Instructional Coach ELA DH Social Studies DH	5b.5 Surveys to teachers to determine what books they would like to diversify their classroom libraries.  ELA DH and Social Studies DH will go into classrooms to review libraries to determine next steps.	5b.5 ELA and Social Studies classrooms.
6	5b.6 Not as many Black students are in higher-level ELA and Social Studies courses, as are Whites.	5b.6 Review schedules of Black students to determine if they can be scheduled into Honors and AP ELA and Social Studies classes.	5b.6 Guidance Counselors	5b.6 Review schedules, permanent records and interview teachers of perspective candidates	5b.6 Monitoring of student success through guidance.

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:	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	5C.1. ELL students may need a level of remediation that will take longer than one year to increase student success.	5C.1. Identify the 8 students and meet bi-weekly with the ESOL teacher to determine student progress and next steps. The instructional coach will report progress to ILT monthly.	5C.1. Instructional Coach ESOL Teacher	5C.1. Student progress will be monitored through assessments (Including Teacher observations)	5C.1. Formative assessment data Teacher Observations
2	5C.2. ESOL teacher may not be able to have students reach a level of reading proficiency to be able to	5C.2. Have ESOL teacher meet with the Reading PLC to incorporate strategies and review	5C.2. Reading DH ESOL Teacher Instructional Coach	5C.2. Instructional Coach debrief with Reading DH to determine ESOL teacher implementation	5C.2. ELL students' scores on formative assessments (as

	read and comprehend the FCAT reading assessment.	next steps to provide support.			determined by Reading DH)
3	5C.3. The administration of the assessment may not yield identification of the reading problem.	5C.3. ESOL Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	5C.3. Reading DH Guidance ESOL Reading Teacher	5C.3. Review of the SRI to determine next steps and differentiated instruction for ELL students identified as needing remediation	5C.3. SRI reports Notes from PLC/SLC meetings
4	5c.4 ELL students may need a level of remediation that will take longer than one year to increase student success.	5c.4 Identify the 8 students and meet bi-weekly with the ESOL teacher to determine student progress and next steps. The instructional coach will report progress to ILT monthly.	5c.4 Instructional Coach ESOL Teacher	5c.4 Student progress will be monitored through assessments (Including Teacher observations)	5c.4 Formative assessment data Teacher observations
5	5c.5 ESOL teacher may not be able have students reach a level of reading proficiency to be able to read and comprehend the FCAT reading assessment.	5c.5 Have ESOL teacher meet with the Reading PLC to incorporate strategies and review next steps to provide support.	5c.5 Reading DH ESOL Teacher Instructional coach	5c.5 Instructional Coach debrief with Reading DH to determine ESOL teacher implementation	5c.5 ELL students' scores on formative assessments (as determined by Reading DH)
6	5c.6 The administration of the assessment may not yield identification of the reading problem.	5c.6 ESOL Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	5c.6 Reading DH Guidance ESOL Reading Teacher	5c.6 Review of the SRI to determine next steps and differentiated instruction for ELL students identified as needing remediation.	5c.6 SRI reports Notes from PLC/SLC meetings
7	5c.7 ESOL teacher may not be able have students reach a level of reading proficiency to be able to read and comprehend the FCAT reading assessment.	5c.7 ELL Students will be scheduled into a district-approved ESOL Reading course for the academic year.	5c.7 Reading DH Instructional coach ESOL Teacher	5c.7 Comparison of AIDE data identified students with teacher class rolls. Instructional Coach will review the data to determine effectiveness.	5c.7 Pearson (Inform) data Student schedules ESOL approved reading course reports (from district) District Walk-thrus

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:	Reduce the percent of SWD students not making satisfactory progress in reading by 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (182)	64% (152)

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
	5D.1. SWD students may need a level of remediation that will take longer than one year to increase student success.	5D.1 Identify the students and meet bi-weekly (PLC/SLC) with the SWD teachers to determine student progress and	5D.1. Reading DH SWD administrator	5D.1. Student progress will be monitored through assessments (Including Teacher observations)	5D.1. Formative assessment data Teacher observations

1		next steps.(SWD administrator will meet with teachers and report progress to ILT monthly).			
2	5D.2. SWD teachers may not be able have students reach a level of reading proficiency to be able to read and comprehend the FCAT reading assessment.	5D.2. SWD Students will be scheduled into intensive reading course for the academic year.	5D.2. Reading DH SWD administrator SWD Reading Teacher	5D.2. Comparison of Pearson data identified students with teacher class rolls. SWD Administrator will review the data to determine effectiveness.	5D.2. Pearson data Student schedules Read 180 reports District Walk-thrus
3	5D.3. The administration of the assessment may not yield identification of the reading problem.	5D.3. SWD Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	5D.3. Reading DH Guidance SWD Reading Teacher	5D.3 Review of the SRI to determine next steps and differentiated instruction for SWD students identified as needing remediation..	5D.3. SRI reports Notes from PLC/SLC meetings
4	5D.4 SWD students may need a level of remediation that will take longer than one year to increase student success.	5D.4 Identify the 71 students and meet bi-weekly (PLC/SLC) with the SWD teachers to determine student progress and next steps.(SWD administrator will meet with teachers and report progress to ILT monthly)	5D.4 Reading DH SWD administrator	5D.4 Student progress will be monitored through assessments (Including Teacher observations)	5D.4 Formative assessment data Teacher observations
5	5D.5 SWD teachers may not be able have students reach a level of reading proficiency to be able to read and comprehend the FCAT reading assessment.	5D.5 Have SWD teachers meet with the Reading DH to incorporate strategies and review next steps to provide support (through SWD administrator).	5D.5 Reading DH SWD administrator SWD teachers Instructional Coach	5D.5 Instructional Coach debrief with Reading DH to determine SWD teachers' implementation	5D.5 SWD students' scores on formative assessments (as determined by Reading DH)
6	5D.6 SWD teachers may not be able have students reach a level of reading proficiency to be able to read and comprehend the FCAT reading assessment.	5D.6 SWD Students will be scheduled into intensive reading course (Read 180) for the academic year.	5D.6 Reading DH SWD administrator SWD Reading Teacher	5D.6 Comparison of AIDE data identified students with teacher class rolls. SWD Administrator will review the data to determine effectiveness.	5D.6 AIDE data Student schedules Read 180 reports District Walk-thrus
7	5D.7 The administration of the assessment may not yield identification of the reading problem.	5D.7 SWD Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	5D.7 Reading DH Guidance SWD Reading Teacher	5D.7 Review of the SRI to determine next steps and differentiated instruction for SWD students identified as needing remediation.	5D.7 SRI reports Notes from PLC/SLC meetings
8	5D.8 SWD teachers (Learning Strategies) not being able to assist all students.	5D.8 SWD teachers (Learning Strategies) will observe specific classes to assist students with activities, assessments and remediation.	5D.8 SWD administrator SWD teachers (Learning Strategies)	5D.8 Bi-weekly meetings with the SWD PLC on progress and next steps.	5D.8 PLC meeting notes
9	5D.9 The SWD students do not bring the work they need assistance on.	5D.9 SWD students are scheduled into Learning Strategies classes to assist with their courses.	5D.9 SWD teachers SWD administrator	5D.9 SWD SLC Meetings to discuss the progress of students.	5D.9 SLC meeting logs Learning Strategies student grades

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.

Reduce the percent of ED students not making satisfactory

Reading Goal #5E:	progress in reading by 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (228)	49% (262)

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	5E.1. Teachers have not had enough training to be able to move to providing support, rather than just offering support.	5E.1. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all sub-groups. Plan differentiated instruction using evidence-based instruction/ interventions within their reading & ELA classes. Tier #2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data & will include explicit instruction, modeled instruction, guided practice & independent practice. Tier #3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	5E.1.Rti Team Reading DH Case Manager	5E.1. Student progress is assessed using FAIR Ongoing process Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.  Student progress is assessed using FAIR OPM 3 times per year. Adequate progress & next intervention steps are determined by Rti team (& TARGET Team if applicable) monthly.	5E.1. FAIR OPM data. Benchmark Data Pearson Formative Data Teacher formative & summative data SRI data Reading assessment data
2	5E.2. Teachers may not have the cultural understanding to assist Economically Disadvantaged students	5E.2. Provide Professional Development training on Understanding Poverty (Ruby Payne)	5E.2. Instructional Coach	5E.2. Teachers will debrief with facilitator to determine effectiveness and next steps	5E.2. Teacher Feedback Forms Ongoing meeting notes
	5E.3. Teachers have not had enough training to be able to move to providing support, rather than just offering support.	5E.3. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all sub-groups. Plan differentiated instruction using evidence-based instruction/ interventions within their reading & ELA	5E.3. Rti Team Reading DH Case Manager	5E.3. Student progress is assessed using FAIR Ongoing process Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.  Student progress is assessed using FAIR OPM	5E.3. FAIR OPM data. Benchmark Data Pearson Formative Data Teacher formative & summative data SRI data Reading assessment data

3		<p>classes.</p> <p>Tier #2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data &amp; will include explicit instruction, modeled instruction, guided practice &amp; independent practice.</p> <p>Tier #3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.</p>		3 times per year. Adequate progress & next intervention steps are determined by RtI team (& TARGET Team if applicable) monthly.	
4	5E.4. Teachers may not have the cultural understanding to assist Economically Disadvantaged students	5E.4. Provide Professional Development training on Understanding Poverty (Ruby Payne)	5E.4. Instructional Coach	5E.4. Teachers will debrief with facilitator to determine effectiveness and next steps.	5E.4. Teacher Feedback Forms Ongoing meeting notes

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
Training on effective school-expected reading strategies	Grade 9-12	Instructional Coach	All grade 9-12 teachers (school-wide)	Pre-planning & 1st 9 weeks	Progress Monitoring Forms-observations	Grade-level administrators & instructional coach
PLC focus for ESOL	Grade 9-12	Reading DH	Reading PLC ESOL PLC	On-going on Early Dismissal Wednesdays	Observe ESOL Teacher classes Debrief with Reading DH	Reading DH Instructional Coach
Training on Understanding Poverty for Economically Disadvantaged students	Grades 9-12	Instructional Coach	Select teachers (teaching Level predominantly level 1-2 students)	Monthly (2nd Monday of each month)	Observation of selected teachers (1 per 9 weeks) Group discussion of advancements & setbacks	Instructional Coach
Training on effective RtI strategies	Grade 9-12	RtI Facilitator	All grade 9-12 teachers (school-wide)	Pre-planning & 1st 9 weeks	Quarterly Curriculum Reviews	Grade-level administrators
PLC Focus for SWD	Grade 9-12	Reading DH SWD DH Instructional Coach	SWD Teachers	Bi-weekly Thursdays 1:45-2:30	Observe SWD Teachers classes Debrief with Reading DH	Reading DH SWD administrator Instructional Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate diverse readings into the curriculum to enhance minority student interest.	Diverse Reading materials for teachers to choose for classroom instruction.	SAC/SDM General Funds	\$500.00
To increase the classroom libraries in ELA and Social Studies classes to better reflect diversity reading opportunities for all students.	Diverse Reading materials for classroom libraries in ELA and Social Studies classes.	SAC/SDM General Funds	\$1,000.00
ESOL Reading Teacher will administer the SRI to Level 1 FCAT Reading readers. SWD Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	SRI Testing Kits	SAC/SDM General Funds	\$2,000.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Development training on Understanding Poverty (Ruby Payne)	TDE and Textbooks	SAC and general funds	\$2,500.00
Rtl	TDE and Textbooks	SAC and general funds	\$2,500.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		ELL students will be able to use effective speaking & listening skills in their classes.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
No data available					
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
	1a	1a	1a	1a	1a

1	Students may be a different levels of English proficiency.	Team the students up with other ELL students who are English proficient and have them communicate	ESOL teacher	Communication with students to see level of implementation.	teacher observations
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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 percent of ELL students scoring at or above level 3 to 63% (11) on the 2013 administration of the FCAT Reading test.
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2012 Current Percent of Students Proficient in reading:

58% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a ESOL teacher may not be able have students reach a level of reading proficiency to be able to read and comprehend the FCAT reading assessment.	2a ELL Students will be scheduled into a district-approved ESOL Reading course for the academic year.	2a Reading DH Instructional coach ESOL Teacher	2a Comparison of Pearson data identified students with teacher class rolls. Instructional Coach will review the data to determine effectiveness	2a ELL students' scores on formative assessments (as determined by Reading DH)
2	2b The administration of the assessment may not yield identification of the reading problem.	2b ESOL Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	2b Reading DH Guidance ESOL Reading Teacher	2b Review of the SRI to determine next steps and differentiated instruction for ELL students identified as needing remediation.	2b SRI reports Notes from PLC/SLC meetings

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 percent of ELL students scoring at or above level 4 to 50% (2) on the 2013 administration of the FCAT Writing test.
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2012 Current Percent of Students Proficient in writing:

25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a Teacher is not adequately trained in the Write Score assessment process	3a ESOL and SWD Teachers (who teach ELA and Social Studies) will be trained in the FCAT Scoring Process and the Write Score assessment data system.	3a Instructional Coach	3a ESOL and SWD Teachers will attend the training and follow up meetings will occur.	3a Attendance sheet at training Follow up meeting notes Student achievement scores

2	3b ELL students may need a level of remediation that will take longer than one year to increase student success.	3b Identify the 8 students and meet bi-weekly with the ESOL teacher to determine student progress and next steps. The instructional coach will report progress to ILT monthly.	3b Instructional Coach ESOL Teacher	3b Student progress will be monitored through assessments (Including Teacher observations)	3b Formative assessment data Teacher observations
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CELLA Budget:

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

End of CELLA Goals



# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	50% of students will achieve a 3 or higher on the 2013 administration of the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	50%

## 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	1.1. Teachers will not be consistent in implementation of the Organization Strategy.	1.1. All teachers will implement the district-mandated organizational strategy of "Cornell Notes" into their daily lessons.	1.1. Instructional Coach Administration	1.1. Instructional Coach & the administration will conduct Focus Walks to determine implementation.	1.1. Progress Monitoring Form & Cumulative data report. District Walk-thrus
2	1.2. Teachers not conducting formative assessments due to district irregularities and teacher issues	1.2. Students in Intensive Math, LAM, Algebra I, II, Geometry & pre-calculus classes will administer the district formative assessments based on the FCAT Math Strands.	1.2. Instructional Coach Testing Coordinator	1.2. Pearson & PLC-generated formative assessments will be given, based on district curriculum.	1.2. Pearson-generated Reports & PLC meeting notes & data results. District Walk-thrus
3	1.3. Not receiving the Pearson student data at the start of school.	1.3. Teachers will use diagnostic data to determine student groups for differentiated instruction.	1.3. Administration	1.3. Administrators will observe teachers & conduct post conferences to review lesson plans & groups based on strand needs.	1.3. Teacher lesson plans Pearson Data Teacher group lists

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:	50% of students will achieve a 3 or higher on the 2013 administration of the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers who have not used curriculum will not use it as intended.	2.1 Teachers will incorporate the curriculum Math curriculum into their existing curriculum	2.1 House administrators	4. House administrators will conduct Focus Walks to determine implementation.	4. Curriculum performance assessments Teacher lesson plans
2	2.2. Cannot schedule all students into the appropriate classes based on FCAT Math Levels.	2.2. The scheduling of all Level 4-5 FCAT Math Students into higher-level Math Classes.	2.2. Assistant Principal of Curriculum	2.2. All level 4-5 students' schedules will be reviewed to ensure students are scheduled into higher level Math classes	2.2. Student Schedules Pearson data of teachers
3	2.3 Teachers will need to adjust to the different curriculum and program of AICE.	2.3 The highest achieving students (75) in grade 9 will be enrolled in the AICE accelerated Learning Program. (Algebra II and Geometry)	2.3 AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2.3 Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal Wednesdays	2.3 AICE student report cards and progress reports AICE Coordinator calendar, log & notes Parent Feedback forms

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	In grades 9-12, % () of students in the lowest 25% will achieve learning gains on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	50%

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	3.1. Teachers will not be able to use the Pearson data to develop small groups to differentiate instruction	3.1 Teachers will use diagnostic data to determine student groups for differentiated instruction.	3.1 Administration	3.1 Administrators will observe teachers t& conduct post conferences to review lesson plans & groups based on strand needs.	3.1 Teacher lesson plans Pearson Data Teacher group lists
2	3.2. Teachers not conducting formative assessments due to district irregularities and teacher issues	3.2. Students in I. Math, LAM, Algebra I, Algebra II, Geometry and Pre-calculus classes will take formative assessments based on the FCAT Math Strands.	3.2. Instructional Coach Testing Coordinator	3.2. Pearson & PLC-generated formative assessments will be given, based on district curriculum.	3.2. Pearson-generated Reports & PLC meeting notes & data results. District Walk-thrus
	3.3 Grade 9 students will not be prepared for Algebra I EOC (if they are not in an Algebra I	3.3 Teachers will utilize their PLC time to review student data, develop common assessments,	3.3 Math DH PLC Facilitators of I Math, LAM, Algebra I, Algebra	3.3 House administrators will meet with Math (identified) PLC groups to review effectiveness	3.3 PLC Collaboration Forms Data from Common

3	class).	generate a Focus Calendar (based on the FCAT Algebra strand) and common Focus Lessons for students to prepare for FCAT Math and EOC Algebra I.	II, Geometry Grade 9 & 10 House administrators	and next steps.	assessments from Focus Calendar District Formative Assessment data
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## High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # Reduce achievement gap by 6% during 2012-2013 school year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	34	41	47	54	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Reduce the percent of Black students not making satisfactory progress in mathematics by 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 85% (344)	Black 74% (247)

### 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	3.b.1 All ethnic groups will not be prepared for Algebra I EOC	3.b.1 Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the FCAT Algebra strand) and common Focus Lessons for students to prepare for EOC Algebra	3.b.1 Math DH PLC Facilitators of Algebra I Grade 9 & 10 House administrators	3.b.1 House administrators will meet with Math (identified) PLC groups to review effectiveness and next steps.	3.b.1 PLC Collaboration Forms Data from Common assessments from Focus Calendar District Formative Assessment data

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
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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	3C.1. ELL students may need a level of Remediation that will take longer than one year to increase student success.	3C.1. Identify the needs students and meet biweekly with the ESOL teacher to determine student progress and next steps. The instructional coach will report progress to ILT monthly	3C.1. Instructional Coach ESOL Teacher	3C.1. Student progress will be monitored through assessments (Including Teacher observations)	3C.1. Formative assessment data Teacher observations Pearson (Inform) data
2	3C.2. ESOL teacher may not be able have students reach a level of math proficiency to be able to read and comprehend the Algebra I assessment.	3C.2. Have ESOL teacher meet with the Math PLC to incorporate strategies and review next steps to provide support	3C.2. Math DH ESOL Teacher Instructional coach	3C.2. Instructional Coach debrief with Math DH to determine ESOL teacher implementation	3C.2. ELL students' scores on formative assessments (as determined by Math DH)

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	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	3D.1. ESE teachers will not be able to implement content-specific curriculum due to student learning disabilities.	3D.1. ESE teachers will be moved into content PLC groups to increase facilitation of content specific curriculum.	3D.1. Instructional Coach ESE Supervisor	3D.1. administrative monitoring	3D.1. Progress Monitoring form CAST observation tool
2	3D.2. SWD students may need a level of remediation that will take longer than one year to increase student success.	3D.2. Identify the students and meet biweekly (PLC/SLC) with the SWD teachers to determine student progress and next steps.(SWD administrator will meet with teachers and	3D.2. Reading DH SWD administrator	3D.2. Student progress will be monitored through assessments (Including Teacher observations)	3D.2. Formative assessment data Teacher observations

report progress to ILT monthly)

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	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	3E.1. Teachers may not have the cultural understanding to assist Economically Disadvantaged students	3E.1. Provide Professional Development training on Understanding Poverty (Ruby Payne)	3E.1. Instructional Coach	3E.1. Teachers will debrief with facilitator to determine effectiveness and next steps.	3E.1. Teacher Feedback Forms Ongoing meeting notes

End of High School Mathematics Goals

## 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:	50% (258) of students will achieve a 3 or higher on the 2013 administration of the Algebra I State EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (201)	50% (258)

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	1.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the EOC Strands) and common Focus Lessons for students to prepare for EOC	1.1. Instructional coach administration	1.1. Progress Monitoring observations CAST observations	1.1. Teacher daily lesson plans

		Assessments.			
2	1.2. Teachers may not implement the specific course curriculum.	1.2. All eligible students will take the "Agile Mind" course.	1.2. APSS	1.2. Monitoring of course	1.2. Progress Monitoring Forms CAST observation tool
3	1.3. Teachers not conducting formative assessments due to district irregularities and teacher issues.	1.3. Students in Algebra I classes will administer the district formative assessments based on the Algebra I EOC Strands.	1.3. Instructional Coach Testing Coordinator	1.3. Pearson & PLC generated Formative assessments will be given, based on district curriculum.	1.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus

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:	50% (258) of students will achieve a 3 or higher on the 2013 administration of the Algebra I State EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (201)	50% (258)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Cannot schedule all students into the appropriate classes based on Algebra I EOC Math Levels.	2.1. The scheduling of all Level 4-5 FCAT Math Students into higher level Math Classes.	2.1. Assistant Principal of Curriculum	2.1. All level 4-5 students' schedules will be reviewed to ensure students are scheduled into higher level Math classes	2.1. Student Schedules Pearson data of teachers
2	2.2. Teachers will need to adjust to the different curriculum and program of AICE	2.2. The highest achieving students (75) in grade 9 will be enrolled in the AICE accelerated Learning Program. (Algebra II and Geometry)	2.2. AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2.2. Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal Wednesdays	2.2. AICE student report cards and progress reports AICE Coordinator calendar, log & Notes Parent Feedback forms

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:	90% (565) of students will achieve a 3 or higher on the 2013 administration of the Geometry State EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

85% (533)			90% (565)		
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	1.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the EOC Strands) and common Focus Lessons for students to prepare for EOC Assessments.	1.1. Instructional coach administration	1.1. Progress Monitoring observations CAST observations	1.1. Teacher daily lesson plans
2	1.2. Teachers may not implement the specific course curriculum.	1.2. All eligible students will take the "Agile Mind" course.	1.2. APSS	1.2. Monitoring of course	1.2. Progress Monitoring Forms CAST observation tool
3	1.3. Teachers not conducting formative assessments due to district irregularities and teacher issues.	1.3. Students in Intensive Geometry classes will administer the district formative assessments based on the EOC Geometry Strands.	1.3. Instructional Coach Testing Coordinator	1.3. Pearson & PLC generated Formative assessments will be given, based on district curriculum.	1.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus

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:	90% (565) of students will achieve a 3 or higher on the 2013 administration of the Geometry State EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (533)	90% (565)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Cannot schedule all students into the appropriate classes based on Geometry EOC Math Levels.	2.1. The scheduling of all Level 4-5 Geometry Students into higher level Math Classes.	2.1. Assistant Principal of Curriculum	2.1. All level 4-5 students' schedules will be reviewed to ensure students are scheduled into higher level Math classes	2.1. Student Schedules Pearson data of teachers
2	2.2. Teachers will need to adjust to the different curriculum and program of AICE.	2.2. The highest achieving students (75) in grade 9 will be enrolled in the AICE accelerated Learning Program.	2.2. AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2.2. Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal	2.2. AICE student report cards and progress reports AICE Coordinator calendar, log & Notes

				Wednesdays	Parent Feedback forms
3	2.3. Cannot schedule all students into the appropriate classes based on Geometry EOC Math Levels.	2.3. The scheduling of all Level 4-5 FCAT Math Students into higher level Math Classes.	2.3. Assistant Principal of Curriculum	2.3. All level 4-5 students' schedules will be reviewed to ensure students are scheduled into higher level Math classes	2.3. Student Schedules Pearson data of teachers

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
Training on effective RTI Math strategies	Grade 9-12	RtI Facilitator	All grade 9-12 teachers (school-wide)	Pre-planning & 1st 9 weeks	Quarterly Curriculum Reviews	Grade-level administrators
Training on effective school-expected Organization strategy-Cornell Notes	Grade 9-12	Instructional Coach	All grade 9-12 teachers (school-wide)	Pre-planning & 1st 9 weeks	Progress Monitoring Forms-observations	Grade-level administrators & instructional coach
PLC focus for ESOL	Grade 9-12	Math DH	Instructional Coach	On-going on Early Dismissal Wednesdays	Observe ESOL Teacher classes Debrief with Math DH	Instructional Coach
PLC Focus for SWD	Grade 9-12	SWD DH Instructional Coach	SWD Teachers	Bi-weekly Thursdays 1:45-2:30	Observe SWD Teachers classes	SWD administrator Instructional Coach
Training on Understanding Poverty for Economically Disadvantaged students	Grades 9-12	Instructional Coach	Select teachers (teaching Level predominantly level 1-2 students)	Monthly (2nd Monday of each month)	Observation of selected teachers (1 per 9 weeks) Group discussion of advancements & setbacks	Instructional Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Development training on Understanding Poverty (Ruby Payne)	TDE and Textbooks	SAC and general funds	\$2,500.00
RtI	TDE and Textbooks	SAC and general funds	\$2,500.00
			Subtotal: \$5,000.00



Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$5,000.00			

*End of Mathematics Goals*

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		91% (547) of students will achieve a 3 or higher on the 2013 administration of the Biology I State EOC.			
Science Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
86% (512)			91% (547)		
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	1.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the EOC Strands) and common Focus Lessons for students to prepare for EOC Assessments.	1.1. Instructional coach administration	1.1. Progress Monitoring observations CAST observations	1.1. Teacher daily lesson plans

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.		91% (547) of students will achieve a 3 or higher on the 2013 administration of the Biology I State EOC			
Science Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
86% (512)			91% (547)		
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	2.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the EOC Strands) and common Focus Lessons for students to prepare for EOC Assessments	2.1. Instructional coach administration	2.1. Progress Monitoring observations CAST observations	2.1. Teacher daily lesson plans

## 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:	91% (547) of students will achieve a 3 or higher on the 2013 administration of the Biology I State EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (512)	91% (547)

### 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	1.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the EOC Strands) and common Focus Lessons for students to prepare for EOC Assessments	1.1. Instructional coach administration	1.1. Progress Monitoring observations CAST observations	1.1. Teacher daily lesson plans
2	1.2. Teachers will not be able to use the Pearson (Inform) data to develop small groups to differentiate instruction.	1.2. Teachers will use diagnostic data to determine student groups for differentiated instruction.	1.2. Administration	1.2. Administrators will observe teachers & conduct post-conferences to review lesson plans & groups based on strand needs.	1.2. Teacher lesson plans Pearson (Inform) Data Teacher group lists

3	1.3. Teachers not conducting formative assessments due to district irregularities and teacher issues.	1.3. Students in Biology classes will take formative assessments based on the FCAT Reading Strands.	1.3. Instructional Coach Testing Coordinator	1.3. Pearson & PLC generated Formative assessments will be given, based on district curriculum.	1.3. Pearson generated Reports & PLC meeting notes & data results. District Walk-thrus
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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:	91% (547) of students will achieve a 3 or higher on the 2013 administration of the Biology I State EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (512)	91% (547)

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	1.1. Teachers will not incorporate Focus Lessons (based on student data) into their daily lesson plans	1.1. Teachers will utilize their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the EOC Strands) and common Focus Lessons for students to prepare for EOC Assessments.	1.1. Instructional coach administration	1.1. Progress Monitoring observations CAST observations	1.1. Teacher daily lesson plans

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
Training on effective RTI Science strategies	Grade 9-12	RtI Facilitator	All grade 9-12 teachers (school-wide)	Pre-planning & 1st 9 weeks	Quarterly Curriculum Reviews	Grade-level administrators
Training on Understanding Poverty for Economically Disadvantaged students	Grades 9-12	Instructional Coach	Select teachers (teaching Level predominantly level 1-2 students)	Monthly (2nd Monday of each month)	Observation of selected teachers (1 per 9 weeks) Group discussion of advancements & setbacks	Instructional Coach

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
<b>Grand Total: \$0.00</b>			

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.		69% (387) of students will achieve a 3 or higher on the 2013 administration of the FCAT Writing Assessment.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
67% (375)		69% (387)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. There has been a history of students refusing to attempt or try on the district-mandated writing assessments.	11a.1 Students in grade 9-10 ELA classes will take the district formative assessments (DTWs) based on the FCAT Writing Strands.	1a.1 Instructional Coach Testing Coordinator	1a.1 Write Score & PLC-generated formative assessments will be given, based on district curriculum dates and FCAT Writing Strands.	1a.1 Write Score-generated Reports & PLC meeting notes & data results. District Walk-thrus
	1a.2 Teachers have not had enough training to be able to move to providing support,	1a.2 Tier 1: Determine core instructional needs by reviewing assessment	1a.2 RtI Team ELA PLC Facilitators	1a.2 The RtI & the ELA PLC Teams will review results of district formative assessment	1a.2 District formative assessments Teacher assessments

2	rather than just offering support.	data for all sub-groups. Plan differentiated instruction using evidence-based instruction/ interventions within their ELA classes. Tier #2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data & will include explicit instruction, modeled instruction, guided practice & independent practice. Tier #3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.		data & teacher assessments after every administration to determine progress towards benchmark	
3	1a.3 Teachers will not be able to use the Pearson data to develop small groups to differentiate instruction.	1a.3 Teachers will use diagnostic data to determine student groups for differentiated instruction.	1a.3 Administration	1a.3 Administrators will observe teachers t& conduct post conferences to review lesson plans & groups based on strand needs.	1a.3 Teacher lesson plans Pearson Data Teacher group lists

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:	69% (387) of students will achieve a 3 or higher on the 2013 administration of the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (375)	69% (387)

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	1b.1. Grade 9-10 ELA teachers potentially are not familiar with the new curriculum.	1b.1. All grade 9-10 ELA honors classes will use the minimum expectations list developed through Vertical Articulation with AP Language & AP Literacy.	1b.1. Grade 9 & 10 House Administrator Instructional Coach ELA DH	1b.1. Grade 9 & 10 House Administrators will meet with the ELA PLC groups to discuss implementation issues & next steps. The instructional Coach & ELA DH will conduct	1b.1. PLC meeting notes Progress Monitoring reports Student portfolios Teacher lesson

				Focus Walks (concentrating on student interviews & portfolio reviews) to determine level of implementation.	plans
2	1b.2. Teachers will not implement to plan.	1b.2. Every student (grade 9-12) will have a writing portfolio in his or her social studies classes.	1b.2. Social Studies DH Instructional Coach	1b.2. Review of portfolios that show examples of use of attacking the prompt, graphic organizer showing thought and (at least) a first draft.	1b.2. Student portfolios  Teacher checklist of portfolios in all Social Studies classes.
3	1b.3. Social Studies teachers will have grade 9-12 students complete a persuasive essay timed writing from a common prompt two times per 9 weeks.	1b.3. Social Studies DH Instructional Coach	1b.3. The Social Studies DH will review the writing portfolios in the Social Studies classes during Early Dismissal time. The Social Studies DH will debrief with the instructional coach after each ED.	1b.3. Student writing portfolios in all Social Studies classes	1b.3. Social Studies teachers will have grade 9-12 students complete a persuasive essay timed writing from a common prompt two times per 9 weeks.

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
ELA PLC Social Studies PLCs	9	Instructional Coach	ELA PLC Social Studies PLCs ESOL & SWD teachers	2nd week of school	On-going meeting with grade 9 ELA teachers on Write Score results	Instructional Coach
ELA PLC Social Studies PLCs	10	Instructional Coach	ELA PLC Social Studies PLCs	Follow up review of training (1st 9 weeks)	On-going meeting with grade 10 ELA teachers on Write Score results	Instructional Coach
PLC meetings on Effective Writing	9-12	ELA Facilitators Social Studies Facilitators	PLC Groups: ELA 9, 10, 11, 12 Social Studies: APHG, WCG, W. Hisotry, A. History, APWH, APUS, Economics, APEH	Early Dismissal Days throughout the year.	Writing Portfolios in Social Studies and ELA classes	ELA DH Social Studies DH Instructional Coach
Training on effective RtI Writing strategies	Grade 9-12	RtI Facilitator	All grade 9-12 teachers (school-wide)	Pre-planning & 1st 9 weeks	Quarterly Curriculum Reviews	Grade-level administrators
Training on Understanding Poverty for Economically Disadvantaged students	Grades 9-12	Instructional Coach	Select teachers (teaching Level predominantly level 1-2 students)	Monthly (2nd Monday of each month)	Observation of selected teachers (1 per 9 weeks) Group discussion of advancements & setbacks	Instructional Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grade 9-10 ELA classes will take the district formative assessments (DTWs) based on the FCAT Writing Strands.	Write Score Assessment System for Grade 9-10 ELA classes	SAC, SDM. General Funds	\$12,000.00
			Subtotal: \$12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grade 9-10 ELA classes will take the district formative assessments (DTWs) based on the FCAT Writing Strands.	TDE and training for grade 9-10 ELA, ESOL, SWD and Social Studies teachers	General Funds	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,500.00

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:	75% (420) of students will achieve a 3 or higher on the 2013 administration of the American History EOC Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	75% (420)

### 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	1.1. Teachers not conducting formative assessments due to district irregularities and teacher issues	1.1. Students in American History classes will take formative assessments based on the American History EOC strands.	1.1. Instructional Coach Testing Coordinator	1.1. Pearson & PLC-generated formative assessments will be given, based on district curriculum.	1.1. Pearson-generated Reports & PLC meeting notes & data results. District Walk-thrus
	1.2. Social Studies Teachers	1.2. Teachers will utilize	1.2. Social Studies DH	1.2. Upper House	1.2. PLC Collaboration

2	will not incorporate Focus Lessons into their daily routine	their PLC time to review student data, develop common assessments, generate a Focus Calendar (based on the American History EOC strands) and common Focus Lessons for students to prepare for American History EOC.	PLC Facilitator Upper House administrator	administrator will meet with American History PLC group to review effectiveness and next steps.	Forms Data from Common assessments from Focus Calendar District Formative Assessment data
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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:	75% (420) of students will achieve a 3 or higher on the 2013 administration of the American History EOC Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	75% (420)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Grade 11 S. Studies teachers potentially are not familiar with the new curriculum	2.1. Grade 11 S. Studies teachers classes will use the minimum expectations list.	2.1. Upper House Administrator Instructional Coach ELA DH	2.1. Upper House Administrators will meet with the American History PLC group to discuss implementation issues & next steps. The instructional Coach & S. Studies DH will conduct Focus Walks (concentrating on student & teacher interviews) to determine level of implementation.	2.1. PLC meeting notes Progress Monitoring reports  Teacher lesson plans
2	2.2. Teachers will need to adjust to the different curriculum and program of AICE.	2.2. The highest achieving students (75) in grade 10 will be enrolled in the AICE accelerated Learning Program for AICE American History	2.2. AICE Coordinator Assistant Principal of Curriculum AICE Guidance Counselor	2.2. Students will be monitored every three weeks for academic progress and AICE SLC will meet from 12:30-1:15 on Early Dismissal Wednesdays	2.2. AICE student report cards and progress reports AICE Coordinator calendar, log & notes Parent Feedback forms

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
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Understanding the American History EOC Item Specifications.	11	American History PLC Facilitator	Grade 11 American History PLC group	First five Early Dismissals	Review of student notes District "Academic Looking Glass" pacing guide Student interviews	S. Studies DH Instructional Coach
Understanding the AICE American History Syllabus	11	American History PLC Facilitator	Grade 11 American History PLC group	First five Early Dismissals	Review of student notes District "Academic Looking Glass" pacing guide Student interviews	S. Studies DH Instructional Coach

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:	To increase student attendance by 1 % for 2012-13.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
85%	90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
16%	13%

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
7%		5%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. With a school of 2,200+ students, it will be hard to address all concerns.	1.1. Utilize the county Attendance Social worker to address truancy issues.	1.1. House administrators Attendance Clerk	1.1. The school will utilize the county attendance social worker to assist in contacting the home and meeting with parents and students to determine strategies to minimize attendance issues.	1.1. Attendance meeting notes Student attendance reports
2	1.2. Little parent support.	1.2. Attendance Intervention Team (AIT) meetings with parents, students and administration.	1.2. House administrators	1.2. AIT meetings will be held to develop intervention and prevention strategies to increase student attendance	1.2. AIT meeting notes Student attendance records
3	1.3. Inconsistent support and participation by teachers.	1.3. The use of Tardy Sweeps between periods and portable scanners.	1.3. House administrators Teachers Security	1.3. Between periods, teachers, administration and security will make sure that students who are tardy will be able to get into class asap.	1.3. Attendance records by weeks.

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

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

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

Attendance Budget:

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

The use of Tardy Sweeps between periods and portable scanners.	Portable Scanners for Tardy	General funds	\$4,000.00
			Subtotal: \$4,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

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 the number of suspensions by 2%			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1,876		1,850			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
72		60			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
72		60			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
72		60			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students will not take the collaborative group serious and will not participate.	1.1. Decrease suspensions by incorporating the Foundation's plan to decrease 205 (Fighting)	1.1. Kim Gallagher, APSS Foundations Committee	.1. Group will meet monthly to develop strategies and an anti- fighting campaign to decrease	1.1. Collaborative group minutes

1		and 204 (Battery) by incorporating an "Anti-fighting" Collaborative group made up of students, teachers and administrators.		fighting and bullying in school.	
2	1.2. The students will not take Challenge Day seriously.	1.2. Increase the number of students, teachers, administrators, parents and community members involved in Challenge Day.	1.2. Julie Durden, Challenge Day coordinator administration	1.2. The Challenge day will increase to 4 days to increase the number of stakeholders involved in the program to increase the opportunities for continuation all year long.	1.2. Challenge Day participation roster.
3	1.3. Students may prefer to take out-of-school suspension instead of ATOSS.	1.3. Decrease suspensions by utilizing ATOSS.	1.3. administration	1.3. Students will be given the opportunity of ATOSS instead of out-of-school suspensions.	1.3. ATOSS student data

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of students, teachers, administrators, parents and community members involved in Challenge Day.	Challenge Day- 1 day (3 funded by district)	District funds General Funds	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of students, teachers, administrators, parents and community members involved in Challenge Day.	TDE for (up to) 20 administrators, teachers and staff. (Other funded by district)	District Funds General Funds	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

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>			To decrease the school dropout rate by 5% for 2012-13.		
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
18/2114			14/2114		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
86.7%			88%		
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	1.1 Students will not take advantage of the after-school opportunity of online classes.	1.1 Provide ALC (Accelerated Learning Centers) after school to assist students in completing courses to be able to graduate on time.	1.1 Upper house administrator Guidance Counselor ALC instructors	1.1 Review of the progress of students in the ALC throughout the fall and spring (2x per 9 weeks)  Attendance and completion of the program will determine effectiveness.	1.1 ALC attendance sheets ALC completion reports
2	1.2. Students will not take advantage of the GI program at the Marine Science Center	1.2. Increase the number of students enrolled in the Graduation initiative (GI) program at the Marine Science Center	1.2. Upper house administrator Counselor GI teacher	1.2. Review the requirements to assist students in enrolling and completing the program	1.2. GI attendance sheets GI online program completion reports

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

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

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

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
Provide ALC (Accelerated Learning Centers) after school to assist students in completing courses to be able to graduate on time.	Instructor pay for facilitating the ALC after school 4 days per week.	General funds- SAI	\$7,500.00
			Subtotal: \$7,500.00
			<b>Grand Total: \$7,500.00</b>

*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>	To increase to 65% of students and 70% of parents feel that the school provides a welcome environment.  To increase to 52% of students and 65% of parents feel that the school provides a positive experience for students.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
55%/ 61% 41%/ 53%	65%/ 70% 52%/ 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	1.1. Not be able to get many parent volunteers or clubs interested in participating.	1.1. Increase the collaborative opportunities for parents to assist school clubs in school beautification.	1.1. Club sponsors PTSA president SAC president	1.1. Communicate through the school newspaper, PTSA newsletter and SAC minutes to ask for volunteers to assist the school clubs participating in the school beautification program.	1.1. Club activity rosters Volunteer sign in sheets Artifacts (photos) of projects and participants
2	1.2. The students will not take Challenge Day seriously.	1.2. Increase the number of students, teachers, administrators, parents and community members involved in Challenge Day.	1.2. Julie Durden, Challenge Day coordinator Administration	1.2. The Challenge day will increase to 4 days to increase the number of stakeholders involved in the program to increase the opportunities for continuation all year long.	1.2. Challenge Day participation roster.

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:		To increase the use of technology in the classroom by supporting teacher learning of emerging technologies & student engagement.			
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	1.1. Teachers are not comfortable with technology in their classrooms	1.1. Provide teachers with periodic training on district-approved technology (Oncourse, Compass Odyssey, etc.)	1.1. STC Instructional Coach	1.1. APSS observations on integration of technology	1.1. Teacher lesson plans observations
2	1.2. Limited supply of mobile computer lab carts for use with all teachers	1.2. Re-evaluate the current computer cart allocation plan to ensure that all "FCAT/EOC needs" classes will have the carts needed for online practice	1.2. STC Instructional Coach Reading DH	1.2. Reallocation plan Teacher surveys of effective allocation	1.2. Teacher satisfaction surveys Online practice usage (Agile Mind, etc.)

## 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
Emerging Technologies training	9-12	Sherry Murrell James Allen Tom Foppiano	All PLC groups (based on needs-have priority)	On-going	APSS observations PLC observations	APSS

## 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
Addition of 2 computer carts	30 laptops for use for each cart	SAI, Acceleration Programs funding	\$60,000.00
			Subtotal: \$60,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$60,000.00

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		NA		
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

Increase student safety nets by providing more opportunities for students to achieve academically. 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. Increase student safety nets by providing more opportunities for students to achieve academically. Goal  I increase student safety nets by providing more opportunities for students to achieve academically. Goal #1:	Increase student safety nets usage by students by providing more opportunities for students to achieve academically.
2012 Current level:	2013 Expected level:
NA	NA

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A Not all students and teachers will utilize the opportunity.	1A Implement Compass Odyssey for all FCAT /EOC Eligible students (Grades 9-12) in both Reading and Math.	1A Instructional coach Social Studies teachers	1A Review of the Compass Odyssey FCAT/ Pearson data periodically to see student involvement. It will be a requirement for math and social studies classes. It will also be offered during both lunches and after school.	1A Compass Odyssey FCAT/ Pearson data reports
2	1B Not all students and teachers will utilize the opportunity.	1B Provide opportunities for students to remediation less than satisfactory work by incorporating Learning Recovery into the classroom when students are not achieving during the 9 weeks (not at the end of the 9 weeks)	1B House administrators Instructional coach	1B House administrators will review Compass Odyssey usage data to determine teacher usage and student participation.	1B Compass Odyssey usage data
3	1C Not all students will utilize the opportunity	1C Advertise the school-supported safety nets to give students extra opportunities for tutoring, FCAT/EOC preparation and practice and academic support.	1C Instructional coach	1C Review the advertising opportunities to provide students the information to determine safety net opportunities that can be used.	1C Copies of advertising of safety nets. Log in sheets of school-supported safety nets.
	1D The identified students will not attend the Saturday support sessions.	1D Provide FCAT/EOC remediation for Reading, Writing, Science and Math before the	1D Instructional coach	1D Determine the FCAT/EOC eligible students that are level 1-3 that can best	1D FCAT /EOC Academies attendance sheets

4		assessment dates to assist students with success strategies to optimize achievement.- FCAT/EOC Learning Academies		benefit from the ramp up sessions for FCAT/EOC success.	Students FCAT/EOC scores who attended the FCAT/EOC academies.
5	1E Teachers will not follow the plans as developed.	1E Teachers will develop Progress Monitoring Plans (PMPs) for all level 1-2 students in Algebra I/ Geometry.	1E House administrators SLC facilitators	1E Quarterly Curriculum Reviews each 9 weeks to review student progression through PMP	1E Quarterly Curriculum Review Reports Teacher Lesson Design Notebooks.

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
Provide opportunities for students to remediate less than satisfactory work by incorporating Learning Recovery into the classroom when students are not achieving during the 9 weeks (not at the end of the 9 weeks)	9-12	Instructional Coach	All PLC groups	1st 9-weeks	Review of Compass Odyssey teacher and student usage	Instructional Coach to house administrators
Teachers will develop Progress Monitoring Plans (PMPs) for all level 1-2 students in Math.	9-12	Instructional Coach	All PLC groups with Level 1-2 FCAT students	1st 9-weeks	Review of teacher Lesson Design Notebooks and review of Quarterly Curriculum Reviews.	House administrators
Provide opportunities for students to remediate less than satisfactory work by incorporating Learning Recovery into the classroom when students are not achieving during the 9 weeks (not at the end of the 9 weeks)	9-12	Instructional Coach	All PLC Groups	1st 9 weeks	Review of Compass Odyssey Learning Path participation reports	Instructional Coach to house administrators

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Compass Odyssey for all FCAT Eligible students (Grades 9-12) in both Reading and Math.	Pay for facilitators to be available for students in the Media Center and C-11 during both lunches and after school to assist students in Compass Odyssey FCAT.	School funds	\$8,000.00
Provide FCAT remediation for Reading, Writing, Biology, Algebra I & Geometry before the assessment dates to assist students with success strategies to optimize achievement. - FCAT/EOC Learning Academies	Pay for facilitator for: - 2 Saturday Writing Academies (5 facilitators each)= 10 facilitators 2 Reading ( 4 facilitators each), Algebra I & Geometry (4 facilitators each) and Biology (2 facilitators) Academies each week with 1 administrator)= 20 facilitators	School funds	\$6,000.00
Implement an Academic Support Program for Opportunity Scholarship Students.	Facilitators for before school, during both lunches and after school.	School funds	\$4,000.00
			Subtotal: \$18,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,000.00

*End of I increase student safety nets by providing more opportunities for students to achieve academically. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporate diverse readings into the curriculum to enhance minority student interest.	Diverse Reading materials for teachers to choose for classroom instruction.	SAC/SDM General Funds	\$500.00
Reading	To increase the classroom libraries in ELA and Social Studies classes to better reflect diversity reading opportunities for all students.	Diverse Reading materials for classroom libraries in ELA and Social Studies classes.	SAC/SDM General Funds	\$1,000.00
Reading	ESOL Reading Teacher will administer the SRI to Level 1 FCAT Reading readers. SWD Reading Teacher will administer the SRI to Level 1 FCAT Reading readers.	SRI Testing Kits	SAC/SDM General Funds	\$2,000.00
Writing	Students in grade 9-10 ELA classes will take the district formative assessments (DTWs) based on the FCAT Writing Strands.	Write Score Assessment System for Grade 9-10 ELA classes	SAC, SDM. General Funds	\$12,000.00
Suspension	Increase the number of students, teachers, administrators, parents and community members involved in Challenge Day.	Challenge Day- 1 day (3 funded by district)	District funds General Funds	\$6,000.00
Increase student safety nets by providing more opportunities for students to achieve academically.	Implement Compass Odyssey for all FCAT Eligible students (Grades 9-12) in both Reading and Math.	Pay for facilitators to be available for students in the Media Center and C-11 during both lunches and after school to assist students in Compass Odyssey FCAT.	School funds	\$8,000.00
Increase student safety nets by providing more opportunities for students to achieve academically.	Provide FCAT remediation for Reading, Writing, Biology, Algebra I & Geometry before the assessment dates to assist students with success strategies to optimize achievement.- FCAT/EOC Learning Academies	Pay for facilitator for: - 2 Saturday Writing Academies (5 facilitators each)= 10 facilitators 2 Reading ( 4 facilitators each), Algebra I & Geometry (4 facilitators each) and Biology (2 facilitators) Academies each week with 1 administrator)= 20 facilitators	School funds	\$6,000.00
Increase student safety nets by providing more opportunities for students to achieve academically.	Implement an Academic Support Program for Opportunity Students.	Facilitators for before school, during both lunches and after school.	School funds	\$4,000.00
				Subtotal: \$39,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	The use of Tardy Sweeps between periods and portable scanners.	Portable Scanners for Tardy	General funds	\$4,000.00
Suspension	Increase the number of students, teachers, administrators, parents and community members involved in Challenge Day.	TDE for (up to) 20 administrators, teachers and staff. (Other funded by district)	District Funds General Funds	\$2,000.00
STEM	Addition of 2 computer carts	30 laptops for use for each cart	SAI, Acceleration Programs funding	\$60,000.00

Subtotal: \$66,000.00				
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Professional Development training on Understanding Poverty (Ruby Payne)	TDE and Textbooks	SAC and general funds	\$2,500.00
Reading	RtI	TDE and Textbooks	SAC and general funds	\$2,500.00
Mathematics	Provide Professional Development training on Understanding Poverty (Ruby Payne)	TDE and Textbooks	SAC and general funds	\$2,500.00
Mathematics	RtI	TDE and Textbooks	SAC and general funds	\$2,500.00
Writing	Students in grade 9-10 ELA classes will take the district formative assessments (DTWs) based on the FCAT Writing Strands.	TDE and training for grade 9-10 ELA, ESOL, SWD and Social Studies teachers	General Funds	\$1,500.00
Subtotal: \$11,500.00				
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Provide ALC (Accelerated Learning Centers) after school to assist students in completing courses to be able to graduate on time.	Instructor pay for facilitating the ALC after school 4 days per week.	General funds- SAI	\$7,500.00
Subtotal: \$7,500.00				
Grand Total: \$124,500.00				

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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 (Uploaded on 10/21/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC Committee will meet monthly to discuss the needs of the school and how the parents and community members can provide assistance. The Committee will hear from the students, teachers and other members of the school and community. The main goal of the SAC committee will be to monitor the implementation of the School Improvement Plan- with particular emphasis on the safety net programs and their implementation.



# 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 DUNCAN U. FLETCHER HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	79%	82%	59%	276	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	73%			127	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)	55% (YES)			99	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					512	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District DUNCAN U. FLETCHER HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	83%	91%	60%	292	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	76%			133	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?	49% (NO)	64% (YES)			113	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					548	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested