

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: SUWANNEE HIGH SCHOOL

District Name: Suwannee

Principal: Ted Roush

SAC Chair: Jon Boggus

Superintendent: Jerry Scarborough

Date of School Board Approval: 10/23/2012

Last Modified on: 10/15/2012

## 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	Ted Roush	MS	2	14	As Principal at BHS (7 years), BHS performed 1-C, 4-B, and 2-A grades. AYP achieved during 2005-2006 only. As Principal at SHS inherited 1-D and earned 1-C with last year's grade pending.
Assis Principal	William Yanossy	MS	1	22	As Principal at Suwannee Middle School, the school went from a C to a B. As Principal of Suwannee Intermediate School, 1- C and 2-B. As Assistant Principal of SHS 1-C with last year's grade pending.
Assis Principal	Joe Eakins	MS	2	2	AS Assistant Principal of SHS inherited 1-D and earned 1-C with last year's grade pending.
Assis Principal	Angie Stuckey	MS	1	2	As Assistant Principal of SHS 1-C with last year's grade pending.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Bonita Cook	Bachelors	2	6	2-B and 2-A grades at BHS. At SHS inherited 1-D and earned 1-C with last year's grade pending.

## 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	Sell the vision of "Excellence, not Excuses" to those wanting to be a part of adding to the rich tradition of SHS	Roush	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
NA	NA

## 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
81	3.7%(3)	22.2%(18)	29.6%(24)	44.4%(36)	19.8%(16)	97.5%(79)	6.2%(5)	9.9%(8)	72.8%(59)

## 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
Angie Stuckey	Core Academy Teachers	Academy Teaching Prep.	Peer teaching visits, book review, and academy training
Mentor Teachers	New Teachers	New Teacher Program	PECDS (The beginning teacher program portfolio)

## 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 Basic Part A, will be utilized to provide teachers with opportunities to participate and or attend development workshops and conferences to enhance their teaching strategies. To provide Paraprofessional and Academic Coaches in Title I schools. Title I also provides a District wide parent Liaison who provides workshops and other services to parents and students.

Title I, Part C- Migrant

Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash, SRA, and supplies for Migrant students and parents to assist children in the home.

Title I, Part D

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's alternative center. The funds will also provide three paraprofessionals.

Title II

School based administrators will monitor the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A and district professional development funds. All activities funded by Title II will be supplementary and will not supplant existing State-and District-funded and required services. Reading First and FRI strategies will be monitored by administrators and academic coaches to ensure successful opportunities for LEP (ELL) and Non-ELL students. Funds from Title II, Part D, (E2T2) will provide funding for the site license renewals for Read 180 and other computer-based programs and a Technology Specialist.

Title III

Title III Part A funds are used to provide tutoring for ELL students, supplies, computers and SRA.

Title X- Homeless

Title X funds will provide supplies, club fees, field trip funds and other needs for homeless students.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Title IV funds will be utilized to pay Resource Officers to teach Too Good for Violence in grades 6-12. Computers were purchased with Title I, Part D funds.

Nutrition Programs

Suwannee High School participates in the USDA breakfast and lunch program.

Housing Programs

Title 1, Part A and Title X provide assistance to homeless students.

Head Start

NA

Adult Education

Adult Education is provided by Suwannee-Hamilton Technical Center/Carl Perkins.

Career and Technical Education

Career and Technical Education is provided by Suwannee-Hamilton Technical Center/Carl Perkins.

Job Training

SHS is partnering with Workforce Development and has developed articulation agreements with SHTC, NFCC, and TTI..

Other

21st CCLC provides an after school tutoring program, including enrichment and family involvement components.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal-Ted Roush  
Assistant Principal-Bill Yanossy  
Assistant Principal-Joe Eakins  
Assistant Principal-Angie Stuckey  
Dean of Students-Malcolm Hines  
Teachers/Guidance-Toni Greenberg, Jim Wilson (data advisor), Tammy Boggus (data genius) Alicia Poole, Kathy Smith, Christie Sims, and Tracy Crutchfield  
Reading Coach-Bonita Cook

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

The RTI Leadership Team evaluates the referral protocol to ensure that students are identified and receiving appropriate services and support.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The RTI structure provides the foundation of all functions of the schooling process. All students who are identified as needing support or remediation are affected by this process and structure. The leadership team assures that the structure is meeting the needs of the individual students who appear to be failing to meet mastery expectations as identified in monitoring tools. As the students fail to meet mastery as identified in the SIP monitoring tools, they are supported via the RTI structure.

### 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.

All courses identify mastery skills required as essential elements of the course. Benchmark Mastery assessments are given and students who do not meet expectations on specific benchmarks are identified as requiring supplemented support. The support can be at the classroom level (Tier One), resource level (Tier Two) or at intensive level (Tier Three).

Primary assessments/progress monitoring is through the NEFEC Progress Monitoring Instruments

Describe the plan to train staff on MTSS.

All teachers have had initial training on RtI and understand the fundamentals of the RTI strategy system.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Vanessa Menhennett English Department  
Bonita Cook Reading Coach  
Sharon Lundy Social Studies  
George Hare Exceptional Student Education

Paula McMillan Math  
Tammy Boggus Science  
Bob Makela Vocational  
De Broughton Science  
Darrell Curls Non-Vocational Electives  
Kim Boatright Academic Credit Recovery  
Alicia Poole Guidance  
Malcolm Hines Dean  
Roush/Yanossy/Stuckey/Eakins Administration

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

The Literacy Team is made up of individuals that possess leadership qualities in the area of reading and curriculum. This team meets monthly; more often if needed to discuss school wide reading achievement, problem solve, and analyze data. The Literacy Team also helps troubleshoot barriers within the school that may inhibit performance.

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

Major initiatives of the Literacy Team include, raising student reading achievement in grades 9 and 10 and increasing the percentage of students passing that are retaking FCAT Reading for graduation as 11th and 12th graders. An increased focus on EOC testing along with the implementation of common core standards are an integral part of the Literacy Team's discussions.

## 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.

### \*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?

SHS has 4 registered Cape Academies for the 2012-13 school year. An Allied Health Science academy, an Agritechnology academy, a finance academy and a journalism academy. As these program develop over time, it is believed that potential integration will exist to provide students with relevant coursework of interest to the students. A partnership with the Suwannee-Hamilton Vocational Center has been established to create additional areas of focus within the industrial arts academies.

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 students individual course selection is driven by ePep records and personal planning. It is hoped that students come from Middle school with a self-concept for the future which is built upon via the high School counseling and course selection structure.

## 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](#)

According to the High School Feedback Report, Suwannee High School's rate of graduates who scored college ready in Reading, Math, and Writing continue to be an area of focus. Results are monitored through the administration of ACT, SAT, and PERT evaluations.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the number of students scoring at level 3 to at least state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 9 - 17% (61 students) Grade 10 - 23% (58 students)	Meet State Average

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Problem solving to increase instructor preparedness in increasing student lexile reading demands	CIS Lessons	LEAD Team members of core content areas	Monitoring of lesson plans to consist of CIS lessons being utilized at least once during each 9 week period.	Thinkgate and FCAT scores
2	Amount of gain necessary to meet goal	Develop a schedule for progress monitoring that allows for all students to have active data	Administration	Retrieval and analysis of progress monitoring data FAIR, Thinkgate testing,	FCAT 2.0
3	Lack of nonfiction reading material	1. Provide subscriptions to New York Times Web Site  2. Encourage other content areas to incorporate informational articles into their curriculum once a month	English Teachers, Reading Coach, Administration	Classroom Assessments, Thinkgate, FAIR	FCAT 2.0
4	Students do not read for enjoyment	1. Summer Reading Activity  2. Silent Reading in all English Classes (45 minutes - 1 hour per week)  3. Incorporate Accelerated Reading into additional classrooms	English Teacher, Reading Coach, Administration	Classroom Assessments, Thinkgate, FAIR	FCAT 2.0
5	Lack of Technology	Provide mobile computer labs for checkout at the discretion of the English Department Chair	English Department Chair	Classroom Assessments, Thinkgate, FAIR	FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	To continue to find ways to assist these young people to make gains greater than one year's growth.	Continue to expose and work with students with on grade level material.	Reading Coach, Administration	Class Assessment, Thinkgate	EOC, FCAT, and FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Raise the number of students scoring Level 4 and Level 5 by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th grade - 20% Level 4 or Level 5 10th Grade - 23% Level 4 or Level 5	9th grade - 22% 10th Grade - 25%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Coursework rigor aligned toward advanced students.	CIS Lesson Plans	Department Chair, Administration	Classroom Assessment, Thinkgate	FCAT
2	Previous achievement trends	Incentive based program to increase student achievement	Administration/Leadership Team	Evaluation of progress monitoring data and 2011 FCAT Reading	Thinkgate, FAIR, and FCAT

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase percentage of students making learning gains by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students made learning gains in reading	65% of students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of students that come to SHS already behind grade level in reading.	1. Continuation of Fast Forward 2. Implementation of Reading Plus	Reading Teachers, Reading Coach/resource	Progress Monitoring with Thinkgate and STAR for all low level readers	Reading FCAT 2.0
2	Student attitude towards state testing	Incentive based program to increase student effort given on tests	Administration	Evaluation of achievement data, Thinkgate, FAIR,	FCAT 2.0
3	Lack of nonfiction reading material	1. Provide subscriptions to New York Times Web Site. 2. Encourage other content areas to incorporate informational articles into their curriculum once a month.	English Teachers, Reading Coach, Administration	Classroom Assessments, Thinkgate, FAIR	FCAT 2.0
4	Students do not read for enjoyment	1. Summer Reading Activity 2. Silent Reading in all English Classes (45 minutes - 1 hour per week)	English Teachers, Reading Coach, Administration	Classroom Assessments, Thinkgate, FAIR	FCAT 2.0

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The challenge of being able to increase students performance that are substantially behind.	Continue to challenge students with rigorous coursework.	ESE Teachers	Progress Monitoring	FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the number of students in the lowest quartile making learning by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of students in the lowest quartile made learning gains	68% of students will make learning gains in reading among the bottom quartile

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	Includes being able to interest and engage students that are struggling in reading to give full effort in intensive reading classes.	Provide engaging and interesting reading material both fiction and nonfiction.	Reading Teachers, Reading Coach, Administration	Thinkgate, STAR	FCAT 2.0
2	Learning curve with new programs	Provide professional development to teachers administering Intensive Reading/remedial efforts	Administration	Evaluation of student achievement data	Thinkgate, FAIR, and FCAT

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 #					
	Increase AMO to state target					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	57	61	65	70	

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:	Percentage of students not making satisfactory progress in reading will decrease by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

American Indian - NA  
 Asian - NA  
 Black - 86%  
 Hispanic - 74%  
 White - 48%

American Indian - NA  
 Asian - NA  
 Black - 81%  
 Hispanic - 69%  
 White - 43%

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	Belief by all faculty, staff, and students that all ethnicities are capable of performing on grade level.	Continue to promote high expectations and a no excuses culture for all stakeholders.	Teachers/Administration	Monitoring of achievement gap.	FCAT
2	Active mentoring and parental involvement	Continue with the ICARE mentoring initiative for students	Administration	Evaluation of data	FCAT, School Grade 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 reading.  Reading Goal #5C:	Decrease the number of ELL Students not making satisfactory progress in reading by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% Scored unsatisfactory	72% will score unsatisfactory

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition	English in a Flash	Migrant Education Teacher and Reading Resource Teacher	Progress Monitoring through English in a Flash	CELLA
2	na	na	na	na	na

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:	Decrease the number of SWD students not making satisfactory progress in reading by 5 % points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% scored unsatisfactory in 2012	77% will score unsatisfactory

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Working with disabilities in an effort to overcome learning challenges.	Provide facilitative support in regular education English classrooms and Intensive Reading classrooms.	Reading Coach, Reading Resource Coach and Inclusion Teachers	Thinkgate, FAIR, and STAR	FCAT 2.0
2	na	na	na	na	na

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Decrease the number of economically disadvantaged students not making satisfactory progress in reading by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of Economically Disadvantaged Students did not meet proficiency levels	65% of Economically Disadvantaged Students will not test proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Includes being able to interest and engage students that are struggling in reading to give full effort in intensive reading classes.	Provide engaging and interesting reading material both fiction and nonfiction.	Reading Teachers, Reading Coach, Administration	Thinkgate, STAR	FCAT 2.0
2	Access to extended academic tutoring help	Advertise and continue to make available 21st Century before school and after school programs	Administration	Evaluation of data	Thinkgate, FAIR, FCAT, and 21st Century attendance

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
CIS Lesson Plans	9-12	District and school personnel	Selected Core Department Teachers	Summer and Early Release dates	Agendas	Departmental Leaders and Administration

Reading Budget:

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

CIS Lesson Planning for Common Core Preparation	Resources from State and Local Curriculum departments	County	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Training of teachers in CIS	Resources from State and Local Curriculum departments	County	\$1,000.00
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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



# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

### Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

### Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:



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

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase the number of level 3 9th grade, first time test takers, above previous year by 5 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (102 students), 37% was state average	39%

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	Ample use of available technology for student use.	Student and teacher use of FCAT explorer and Florida Focus resources for EOC.	Algebra teachers	Monitoring of student progress monitoring data	EOC and Thinkgate scores for the school year.
2	Remediation Time needed for weaker, Level 1 and 2 students	1. Cooperative Student Groups, Tutoring Labs, 2. Communication of remediation resources	Algebra Teachers, Department Chair	Class Assessments, Thinkgate	EOC
3	Number of students with little to no algebraic thinking background	1. Devote instructional time to symbolic discussion rather than numeric/graphic understanding. 2. More multiple representation activities.	Algebra Teachers, Department Chair	Class Assessments, Thinkgate	EOC
4	Coursework Rigor	Monitor assessments and instruction related to rigorous expectation. Unwrap the standards within teacher groups	Math Coach, Administration	Class Assessments, Thinkgate	EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	Increase the number of level 4 or 5, 9th grade, first time test
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Algebra Goal #2:	takers to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (12 students, 21% was state average for all students both middle school and high school.	10 % for all 9th grade students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ample Rigorous Benchmark Content for Students	Teacher discussion Groups for EOC Benchmarks, Create Rigorous Performance Items to provide higher-level expectation to top students for enrichment	Algebra Teachers, Department Chair	Class Assessment, Thinkgate	EOC
2	Lack of differentiated instruction devoted towards advanced students	Forum on Critical thinking aligned with Marzano 11, Elaborating on new information. Work towards student explanations aligned with Common Core State Standards.	Algebra Teachers and Department Chair	Class Assessment, Thinkgate	EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	Increase AMO by 4-5% each year					
3A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	Percentage of students not making satisfactory progress in reading will decrease by 5% points.
Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black - 85% Hispanic - 69% White - 61% American Indian - NA Asian - NA	Black - 80% Hispanic - 64% White - 57% American Indian - NA Asian - 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
	Belief by all faculty, staff, and students that	Continue to promote high expectations and a	Teachers/Administration	Monitoring of achievement gap.	Algebra EOC

1	all ethnicities are capable of performing on grade level.	no excuses culture for all stakeholders.		
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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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	Decrease the number of ELL Students not making satisfactory progress by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% scored unsatisfactory	32% will score unsatisfactory

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition	Work in small groups with migrant education teacher.	Migrant Education Teacher	Thinkgate	Algebra EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	Decrease the number of SWD students not making satisfactory progress by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% scored unsatisfactory in 2012	71% will score unsatisfactory

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	Working with disabilities in an effort to overcome learning challenges.	Provide facilitative support in regular education Math classrooms.	Math Department Chair, Math Teachers	Classroom Assessments, Thinkgate	Algebra EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	Decrease the number of economically disadvantaged students not making satisfactory progress by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% of Economically disadvantaged students did not make satisfactory progress	63% will not make satisfactory progress

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	Includes being able to interest and engage students that are struggling in math to give full effort in regular classes.	Tie math concepts to real world application	Math Teachers, Math Department Chair	Thinkgate, Accelerated Math	Algebra EOC

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:	50% of Students taking the Geometry EOC will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Approximately 30% (91 students) *estimation based on T-Score 50 signifying level 3	Meet State Average

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ample use of available technology for student use.	Student and teacher use of FCAT explorer and Florida Focus resources for EOC.	Geometry Teachers	Monitoring of student progress monitoring data	EOC and Thinkgate scores for the school year.
2	EOC test has broad expectations that are difficult due to lack of exposure	Professional Development directed at breadth and depth of test item specifications	Geometry Teachers, Department Chair	Class Assessments, Thinkgate	EOC
3	Coursework Rigor	1. Monitor Assignments, Assessments and Instruction related to rigorous expectation.  2. Unwrap the standards within teacher groups.	Math Coach, Administration	Class Assessments, Thinkgate	EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Increase the number of students scoring at level 4 or higher to 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:

Approximately 18% (55 students) *estimation based on T-Scores Level 3	Meet State average or 20% of 1st time test takers
--	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction devoted towards advanced students	1. Focus on Critical thinking aligned with Marzano 11, Elaborating on new information.  2. Work towards student explanations aligned with Common Core State Standards	Geometry Teachers, Department Chair	Class Assessments, Thinkgate	EOC
2	Ample Rigorous Benchmark Content for Students	1. Teacher discussion Groups for EOC Benchmarks,  2. Create Rigorous Performance Items to provide higher-level expectation to top students for enrichment.	Geometry Teachers, Department Chair	Class Assessment, Thinkgate	EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # NA - baseline AMO data only for Algebra 1 this year 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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	Belief by all faculty, staff, and students that all ethnicities are capable of performing on grade level.	Continue to promote high expectations and a no excuses culture for all stakeholders.	Teachers/Administration	Monitoring of achievement gap.	Geometry EOC

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition	Work in small groups with migrant education teacher	Migrant Education Teacher	Thinkgate	Geometry EOC

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working with disabilities in an effort to overcome learning challenges.	Provide facilitative support in regular education Math classrooms.	Math Department Chair, Math Teachers	Classroom Assessments, Thinkgate	Geometry EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Includes being able to interest and engage students that are struggling in math to give full effort in regular classes.	Tie math concepts to real world application	Math Teachers, Math Department Chair	Thinkgate, Accelerated Math	Geometry EOC

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra I and Geometry Content to prepare for EOC	9-12	James Wilson	Math Teachers	Summer and Early Release	Agendas	James Wilson and Ted Roush

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Develop implementation plan of use for accelerated math, FCAT explorer, and other evidenced programs	Curriculum standards for Algebra I and Geometry along with supporting resources of FCAT explorer, accelerated math, etc	County funds for Renaissance Place	\$2,000.00
			Subtotal: \$2,000.00
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
PLC meetings with math personnel	Curriculum standards for Algebra I and Geometry along with supporting resources of FCAT explorer, accelerated math, etc	NA	\$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: \$2,000.00

End of 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 science.		NA		
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		NA		
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## 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.	Meet state average
Biology Goal #1:	



2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (97 students) Scored at level 3 on Biology EOC. *estimation based on T-Score 50 to 54 signifying Level 3.	meet state average or increase the number of proficient first time takers by 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	Ample use of available technology for student use	Student and teacher use of FCAT explorer, Gizmos, and school developed EOC preparation materials	Biology Teachers	Monitoring of student progress monitoring data	EOC and Thinkgate scores for the school year.
2	Time to Cover Material	Develop bound Biology notebooks to assist students in efficient organization and time management.	Biology Teachers, Science Dept Chair	Evaluation of Achievement Data	Thinkgate Progress Monitoring, Biology EOC
3	Student Reading Levels	Incorporate more informational text articles and CIS Lesson Plans with appropriate lexile levels.	Biology Teachers, Science Dept Chair	Evaluation of Achievement Data	Thinkgate Progress Monitoring, Biology EOC
4	Progress Monitoring tool does not align with required categories	Improve test bank questions	District Progress monitoring person	Class Assessments, Thinkgate	EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	Increase the number of students scoring at level 4 or higher by 2%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
approximately 30% ( 176 students) *estimation based on T-Score Level 3	meet state average or 32% of first time takers.

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	Addition of Common Core State Standards for Literacy, Writing, and Math best practices on top of NGSSS.	1. Updating curriculum maps to include CCSS. 2. Implementation of CIS lesson plans	Biology Teachers, Department Chair	Class Assessments, Thinkgate	EOC
2	Lack of rigor devoted towards advanced students	Use of non-fiction reading materials at age appropriate lexile level.	Biology Teachers, Department Chair	Class Assessments, Thinkgate	EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Countdown to Common Core - Summer Institutes	9-12	Florida DOE	State wide	June 18-21	Implementation of CCSSs	Administration/department chair
Countdown to Common Core - Fall Regional Training	9-12	Florida DOE	State wide	October 2nd and 3rd	Implementation of CCSSs.	Administration/department chair
CIS Lesson Plan Training	9-12	Linda McGinnas	District	July	Implementation of CCSSs	Administration/department chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS and CIS lesson plan training	Introduction of CCSS and CIS lesson Planning Methods	County	\$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
Summer Institute, fall regional institute, and CIS Lesson planing	Various as provided by state and local curriculum contacts	County	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	Meet state average
Writing Goal #1a:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of students score proficient (3 or above) in writing	Meet state average *state level of proficiency has not been determined for 2012-2013 school year

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliance on multiple choice test	Provide teachers with training in using rubrics to score writing assignments	English Teachers English Department Chair	Thinkgate	FCAT Writing
2	Lack of writing expectations across the curriculum	1. Teachers will give short and extended response questions on class assignments and tests.  2. Encourage all teachers to require their students to write in complete sentences	English Teachers English Department Chair	Thinkgate	FCAT Writing

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

Problem-Solving Process to Increase Student Achievement

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

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
Writing						

training using the rubric for 4.0 achievement	9-10	Mary Lewis and departmental experts	English Teachers	Early release and teacher workdays	Agenda along with student products	Audrey Marshall and Ted Roush
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mary Lewis Educational Services	Writing Training on Rubrics	County Professional Development	\$32,000.00
			Subtotal: \$32,000.00
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
Training of teachers to adequately prepare students to write to 4.0 achievement level in writing	practice materials and grading of student samples	County Professional Development Funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$32,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History.					
U.S. History Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ample use of available technology for student use	Student and teacher use of EOC preparation materials	American History Teachers	Teacher use of progress monitoring data.	EOC scores for the school year.

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS lessons and Common Core	9-12	DOE regional trainings and contacts	Social Studies Teachers	Summer and during the school year selected dates	Agendas and sample lesson plans	Sharon Lundy and Ted Roush

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS and CIS lesson Planning	As provided by trainers	county	\$1,000.00
			Subtotal: \$1,000.00
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
Training of targeted teachers	Training materials as provided	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

## 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:		SHS will have an average daily attendance rate of 90% for the 2012-2013 school year			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
85.16%		90%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
149 students were absent 10 or more days from school		130 Student or fewer will have absences of 10 or more for the 2010-2011 school year			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Not tracked		Not Tracked			
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	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	To reduce the total number incidents resulting suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
358	350
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
105	100
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
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	na	na	Roush	Database Counts	MIS/FOCUS

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

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>		Suwannee High will increase the number of students graduating on time with their cohort group. Drop-out rates will be lower for the 2011-2012 school term.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
3.4%		3.3%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
60.4		70.0%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming for extra help and tutoring assistance through 21st Century.	Saturday school will be offered in efforts to give students every opportunity to get and receive the extra help needed.	Guidance/Ted Roush	Student participation will be calculated as a comparison to last years numbers.	The number of credits recovered by students through Ed Options and Odyssey Ware will be calculated against last school year's numbers

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
NA	na	na	NA	NA	NA	NA

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
<b>Other</b>			
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 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 the number of participants that attend School Advisory Council Meetings during the 2012-2013 school term.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
50%	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	Getting parents out to after school meetings	Phonemaster Call-outs	Bill Yanossy	Calculate the number of parents participating over the 2011-12 school term and 2012-2013 school term	Raw Number Counts

## 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:			Promote awareness of career choices in STEM areas.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of awareness	1. Hold a STEM career day in math and science classes  2. STEM Committee will meet once each 9-weeks	Math and Science Teachers Administratiion	Informal discussion groups/ products produces by students	Survey

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		To increase the number of students that challenge an industry certification exam as found on the DOE Industry Certification Funding List. This increase will be compared to the number of students that took exams during the 2011-2012 school year and comparing that number to the number of students that tested for the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making sure that all instructors are aware of testing timelines and registration procedures for their students in our CTE programs.	Develop an instructor worksheet; explanation of procedures, and timeline for CTE test reporting.	Ted Roush and Angie Stuckey	All CTE teachers will report each 9 weeks, those students who tested on CTE exams during each 9 week period.	90% of students eligible to challenge an exam will test. Of those students, a minimum of 50% tested are

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
Academy Training	CTE Instructors 6-12	Florida Department of Education	All CTE instructors, as well as school based data entry, principals, and assistant principals.	October 26, 2012	1. Follow-up will include discussion at academy meetings held for all schools at the Suwannee Hamilton Technical Center on a monthly basis. 2. Monitoring of worksheets as turned in by all CTE instructors each 9 weeks.	Ted Roush and Angie Stuckey

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Department of Education program specialists from the Office of Career and Technical Education	Presenters will educate CTE instructors, data entry, and administrators of the essential elements involved in successful CTE programs	No cost for the training	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Dependent upon requested needs by trainers	As needed	No cost	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshop/discussion forum	Suwannee Hamilton Technical Center meeting room along with requested materials by DOE to support the delivery of content	NA	\$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

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CIS Lesson Planning for Common Core Preparation	Resources from State and Local Curriculum departments	County	\$0.00
Mathematics	Develop implementation plan of use for accelerated math, FCAT explorer, and other evidenced programs	Curriculum standards for Algebra I and Geometry along with supporting resources of FCAT explorer, accelerated math, etc	County funds for Renaissance Place	\$2,000.00
Science	CCSS and CIS lesson plan training	Introduction of CCSS and CIS lesson Planning Methods	County	\$0.00
Writing	Mary Lewis Educational Services	Writing Training on Rubrics	County Professional Development	\$32,000.00
U.S. History	CCSS and CIS lesson Planning	As provided by trainers	county	\$1,000.00
CTE	Florida Department of Education program specialists from the Office of Career and Technical Education	Presenters will educate CTE instructors, data entry, and administrators of the essential elements involved in successful CTE programs	No cost for the training	\$0.00
				Subtotal: \$35,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Dependent upon requested needs by trainers	As needed	No cost	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training of teachers in CIS	Resources from State and Local Curriculum departments	County	\$1,000.00
Mathematics	PLC meetings with math personnel	Curriculum standards for Algebra I and Geometry along with supporting resources of FCAT explorer, accelerated math, etc	NA	\$0.00
Science	Summer Institute, fall regional institute, and CIS Lesson planing	Various as provided by state and local curriculum contacts	County	\$1,000.00
Writing	Training of teachers to adequately prepare students to write to 4.0 achievement level in writing	practice materials and grading of student samples	County Professional Development Funds	\$0.00
U.S. History	Training of targeted teachers	Training materials as provided	NA	\$0.00
CTE	Workshop/discussion forum	Suwannee Hamilton Technical Center meeting room along with requested materials by DOE to support the delivery of content	NA	\$0.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$37,000.00

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 9/24/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The state does not allocate any...but you all knew that.	\$0.00

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

Monthly meetings to discuss school improvement plan goals and targets. Monitoring of progress toward goals.



# 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

Suwannee School District SUWANNEE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	66%	77%	41%	224	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	49%	70%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	64% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Suwannee School District SUWANNEE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	66%	77%	41%	219	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	71%			115	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?	38% (NO)	59% (YES)			97	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					441	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested