FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GLADES CENTRAL HIGH SCHOOL

District Name: Palm Beach

Principal: Anthony Anderson

SAC Chair: Valeria Harrell

Superintendent: E. Wayne Gent

Date of School Board Approval: 12/12

Last Modified on: 9/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Anthony Anderson	Bachelor of Science in Business Management with a minor in Information Technology, Masters in Educational Leadership	3	9	Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2010-2011 - School Grade "C". Reading mastery 21%, Learning gains

Position	Name	Credentials	Years at Current School	Years as Admin	Performance Record
		Certified in Business Education 6-12, Vocational 6-12, Educational Leadership and School Principal K-12			36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%. Eagles Landing Middle School 2009-2010 - School Grade "A" Reading Mastery 83%. Learning Gains, 72%. Lowest 25% making Learning Gains, 75%. Only Students with Disabilities did not make AYP. Math Mastery, 84%. Learning Gains, 77%. Lowest 25% making Learning Gains, 70%. Only Students with Disabilities did not make AYP. 99% of students earned High Standards in Writing. 61% of students earned High Standards in Science.
Assis Principal	Melanie Bolden-Morris	Bachelor's degree in Elementary Education, Master's degree in Guidance and Counseling, Educational Specialist in Educational Leadership Certified in Educational Leadership Guidance and Counseling, Elementary Education and Exceptional Student Education	5	8	Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2010-2011 - School Grade "C". Reading mastery 21%, Learning gains 36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%. Glades Central 2009-2010 Grade "D" Reading Mastery 22%, Learning Gains, 40%, Lowest 25% Learning Gains 49%, No subgroup made AYP in Reading. Math Mastery, 64%, Learning Gains in Math, 72%, Lowest 25% making Learning Gains 70%, Black Students and Students with Disabilities did not make AYP in Math. High Standards in Writing 82%, High Standards in Science 16%.
Assis Principal	Josette Bell	Bachelor's degree in Business Education, Master's degree in Guidance and Counseling, Doctorate in Educational Leadership Certified in Business Leadership, Guidance Counselor, Intergrated Curriculum, Educational Leadership	10		Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2010-2011 - School Grade "C". Reading mastery 21%, Learning gains 36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%. Glades Central 2009-2010- Grade "D" Reading Mastery 22%, Learning Gains, 40%, Lowest 25% Learning Gains 49%, No subgroup made AYP in Reading. Math Mastery, 64%, Learning Gains in Math, 72%, Lowest 25% making Learning Gains 70%, Black Students and Students with Disabilities did not make AYP in Math. High Standards in Writing 82%, High Standards in Science 16%.

Assis Principal	Cindy McDade	Bachelor's degree in Elementary Education with minor in English, Master's degree in Educational Leadership, Doctorate degree in Educational Leadership Certified in School Principal K-12, English Education (5-9), Elementary Education	2	10	Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2010-2011 School Grade "C". Reading mastery 21%, Learning gains 36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%. 2009-2010 District - Accountability Writing Specialist
Assis Principal	Reginald Jeudy	BA – Psychology and Math, Florida Atlantic University; MS in Mathematics, Nova Southeastern University;	1	6	Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 21%, Learning gains 36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%. AP of Lake Worth High School 2010-2011 Grade Pending, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP:Total subgroup made AYP in Math. AP of Lake Worth High School 2009-2010: Grade A, Reading Mastery 33%, Math Mastery: 68%, Science Mastery: 39%. Writing Mastery: 90%. AYP: 77% White, Hispanic and Economically Disadvantages subgroups made AYP in Math. White and Hispanic subgroups made AYP in Reading. AP of Lake Worth High School 2008-2009: Grade D, Reading Mastery: 31%, Math Mastery: 64%, Science Mastery: 31%. Writing Mastery: 86%. AYP: 64%. Only White subgroup made AYP in Math.

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)
					Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains

Subject	Name	Degrees/Certifications			Performance Record
					51%. High standards in writing 81%

Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. |
| Writing | Cartheda Mann | Bachelor of Arts in English; Master of Arts in African-American Studies (African and African American Literature foci); Certified in English 6-12 | 9 | 2 | Glades Central Community High School 2010-2011 - School Grade "C" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%.

Glades Central 2009-2010- Grade "D" Reading Mastery 22%, Learning Gains, 40%, Lowest 25% Learning Gains 49%, No subgroup made AYP in Reading. Math Mastery, 64%, Learning Gains in Math, 72%, Lowest 25% making Learning Gains 70%, Black Students and Students with Disabilities did not make AYP in Math. High Standards in Writing 82%, High Standards in Science 16%. |
| | | | | | Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81%

Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. |
| Reading | Tyshia Cross | Bachelor of Arts in General Studies; Elementary Education, Reading Endorse (k-12), Completing Master's in Educational Leadership | 8 | 1 | Glades Central Community High School 2010-2011 - School Grade "C" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%.

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| | | | | | Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81%

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| Science | Susan Machock | Master in Education | 24 | 2 | Glades Central Community High School 2010-2011 - School Grade "C" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. |

					Glades Central 2009-2010- Grade "D" Reading Mastery 22%, Learning Gains, 40%, Lowest 25% Learning Gains 49%, No subgroup made AYP in Reading. Math Mastery, 64%, Learning Gains in Math, 72%, Lowest 25% making Learning Gains 70%, Black Students and Students with Disabilities did not make AYP in Math. High Standards in Writing 82%, High Standards in Science 16%.
Math	Rachel Lutz	15	2		Glades Central Community High School 2012-2013 - School Grade "_" Reading mastery 25%, Learning gains 55%, Lowest 25% learning gains 63%. Math mastery 32%, learning gains in math 39%, lowest 25% making learning gains 51%. High standards in writing 81% Glades Central Community High School 2011-2012 - School Grade "B" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2010-2011 - School Grade "C" Reading mastery 24%, Learning gains 41%, Lowest 25% learning gains 44%. Math mastery 61%, learning gains in math 65%, lowest 25% making learning gains 67%. High standards in writing 79%, high standards in Science 23%. Glades Central Community High School 2009-2010 - School Grade "C". Reading mastery 21%, Learning gains 36%, Lowest 25% learning gains 39%. Math mastery 63%, learning gains in math 67%, lowest 25% making learning gains 67%. High standards in writing 89%, high standards in Science 21%.

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	District will provide Professional Development for new and struggling teachers.	District Staff School Based Professional Development Team Assistant Principals Instructional Coach's Department Chairpersons	On-going	
2	Opportunities for teachers to collaborate.	Principal Assistant Principals	On-going	
3	Peer teacher mentoring.	District Staff (ESP and PD Team)Mentor Assistant Principals	On-going	
4	Support of classroom teacher by involving them in the academic process.	Principal	On-going	
5	Teachers will participate in Professional Learning Communities.	Principal Assistant Principals Learning Team Facilitator	On-going	
6	Hire HQ teachers and paraprofessionals	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Teachers will be paired with Subject Area Coach or Department Chair. Teachers will be paired with mentees based on content knowledge and FCAT results. Departments will meet weekly to team plan. Administration will schedule periodic visits for the Teacher to observe in a highly effective teacher classroom.

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
69	5.8%(4)	24.6%(17)	27.5%(19)	42.0%(29)	23.2%(16)	95.7%(66)	14.5%(10)	1.4%(1)	15.9%(11)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cartheda Mann	vereen	Mentee will be paired with Subject Area Coach or Department Chair. Mentors will be paired with mentees based on content knowledge and FCAT results.	In addition to the Educator Support Program for new teachers, departments will meet weekly to team plan. Administration will schedule periodic visits for the mentee to observe in the mentor's classroom.
Tyshia Cross	Turk	Mentee will be paired with Subject Area Coach or Department Chair. Mentors will be paired with mentees based on content knowledge and FCAT results.	In addition to the Educator Support Program for new teachers, departments will meet weekly to team plan. Administration will schedule periodic visits for the mentee to observe in the mentor's classroom.
		Mentee will be paired	

Trisha Tibby-Edmonds	Doralus	with Subject Area Coach or Department Chair. Mentors will be paired with mentees based on content knowledge and FCAT results.	In addition to the Educator Support Program for new teachers, departments will meet weekly to team plan. Administration will schedule periodic visits for the mentee to observe in the mentor's classroom.

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. School uses funds for math/science coach, reading teacher, praprofessional and parent liaison for family involvement. Funds are also used for staff development.

Title I, Part C- Migrant

Provided through District personnel.

Title I, Part D

Provided through District personnel.

Title II

District receives supplemental funds for improving basic education programs. Those funds are used to purchase small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II funds are used to purchase professional development regarding single school culture through Safe Schools.
District Coaches are paid for using Title II funds as well as character education programs. Programs and Professional Development provided by Safe Schools are: Single School Culture, Academic, Behavior and Climate Programs.

Title III

Provided through District for bilingual programs and for intensive support for ELL students.

Title X- Homeless

Provided through District personnel.

Supplemental Academic Instruction (SAI)

SES - Students will be offered free tutoring opportunities after school.

Violence Prevention Programs

Guidance Counselors coordinate Anger Management programs which are integrated into elective classes as needed. A Positive Behavior Intervention Program is offered to encourage positive behaviors for students.
A Restorative Action program provides mentoring and counseling services to deter negative behaviors as needed.
District-wide implementation of Single School Culture and Appreciation of Multicultural Diversity.

Nutrition Programs

The food services coordinates the district's nutrition program for breakfast, lunch and the afterschool snacks.

Housing Programs

N/A

Head Start

N/A

Adult Education

Glades Central houses a Community School through which additional learning opportunities are available.

Career and Technical Education

Glades Central has a Medical Science, Criminal Justice and Engineering Technology Education Academy.
*The Medical Sciences Academy offers an innovative, integrated learning environment designed to provide the student with the medical skills and training necessary to succeed in post-secondary healthcare career education and/or to successfully transition into the healthcare workforce. This comprehensive program combines a rigorous academic curriculum with intense clinical and laboratory experience. Student internships at area hospitals and other health care facilities are conducted while under the supervision of academy health sciences staff. This is a state Licensed Practical Nursing (LPN) program. Only 16 students are accepted into the clinical component. Students must sit for the state exam after their fourth year in the program.

*Criminal Justice and Law-Related programs are designed for students who are interested in careers in law, criminal justice,legal service and public affairs. Students participate in internships in government agencies, law offices and law enforcement facilities. Students are exposed to a broad range of law-related issues by teachers, guest speakers and field trips, as they gain an in-depth understanding of how the legal system impacts every aspect of society. Community partnerships create outstanding school-to-work experiences in such areas as courts, law enforcement, corrections, probation and justice.
*The Engineering Technology Academies are affiliated with Project Lead The Way (PLTW), a not-for-profit organization that forms partnerships with public schools, colleges and universities and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The courses are: Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, Civil Engineering and Architecture and Engineering Design and Development. The rigorous academic study combined with technical training addresses major challenges facing the industry and workforce of the 21st century. Relationships with members of the business and industry community including engineering companies, technological firms and educational institutions provide mentorship's and expertise.

Job Training

N/A

Other

An additional program that has been implemented at Glades Central High is AVID.
The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:
• will succeed in rigorous curriculum;
• will complete a rigorous college preparatory path;
• will enter mainstream activities of the school;
• will increase their enrollment in four-year colleges; and
• will become educated and responsible participants and leaders in a democratic society.
AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, select classroom teachers, Instructional Coach's and Guidance staff.
The Principal provides a common vision for the use of data-based decision-making to ensure:
*a sound, effective academic program is in place
*a process to address and monitor subsequent needs is created
*the School Based Team (SBT) is implementing RtI processes
*assessment of RtI skills of school staff is conducted
*fidelity of implementation of intervention support is documented
*adequate professional development to support RtI implementation is provided
*effective communication with parents regarding school-based RtI plans and activities occurs.

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 school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher and/or guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

AYP and subgroups

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

School staff will provide professional development for the SAC members on the RtI process.

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:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
EOC
ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.
The RtI team will also evaluate additional staff PD needs during the biweekly RtI Leadership Team Meetings.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress monitoring
Assessments
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Learning Team Facilitator, All Instructional Coaches (Math, Reading, Writing, and Science) and Department Chairpersons.

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

The Principal and Leadership Team will meet with teachers regularly to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction assessment and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching and re-assessing.
Instructional Reading Coach will assist teachers with the implementation of reading strategies into lessons by providing all teachers a copy of the Reading Focus Calendar. The Reading Coach will also model lessons for teachers. All teachers will be required to chart student progress.

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

The Literacy Leadership Team will meet regularly to review data, chart strengths/weaknesses and develop a plan for improvement. The team will also recommend research based professional development to aid in student improvement.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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 will be trained on the strategies of teaching reading. Reading and English teachers will be CRISS trained (Science teachers completed the training during the previous school year). The Learning Team Facilitator, Instructional Coach's and Administrators will participate in common planning sessions with teachers to ensure that Reading strategies are incorporated in lessons. Evidence of this practice will be observed in Learning Team Meetings, teacher/administrator data chats, review of lesson plans and frequent classroom walkthroughs. Coaches will work with teachers struggling to implement these strategies in their lessons.

*High Schools Only

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

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

The school will follow the District curriculum framework to incorporate district-wide secondary objectives and will use our Intstructional Focus Calendar (IFC) to instill our primary objectives into every classroom on campus. Secondary objectives will go across all content areas and in all areas of study.

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 Counselor and the Graduation Coach visits feeder schools to explain the relationship between individual academic expectations and graduation success. Guidance Counselors/Graduation Coach conducts individual student conferences. Throughout the year, students can meet with their guidance counselor to discuss their progress and ensure they are on a continued path of success.
Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas.
Our school addresses and incorporates applied and integrated courses using the following strategies (select only those that apply specifically to your school):
• During specific classes guidance counselors expose students to careers curriculum focusing on real world experiences to help them see the relationship between the program and their career interests.
• Our school conducts the Secondary Science and Engineering Fair, which integrates science, mathematics, and literacy through the development of science fair research projects.
• SECME is sponsored on our campus as it integrates science, engineering, mathematics, and literacy through the development of a variety of projects (mousetrap cars, bottle rockets, essays, etc.).
• Teachers utilize science notebooks, journals, or writing prompts as a tool to integrate science, reading, writing, and mathematics.

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

Identify college ready students. Create an environment that promotes College. Offer students the opportunity to experience college through college tours, college site visits and round table discussions. Graduation Coach and Guidance Counselors conduct classroom presentations in the Fall and Winter to inform students of their status and requirements and meets one on one with them help support them in this process.
Use AVID (Advancement through Individual Determination)program to expose first generation students to college.

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 FY13, 30% of students will achieve mastery on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
25% of students achieved proficiency on the 2012 FCAT 2.0 Reading Assessment.	In FY13, 30% of students will achieve mastery on the FCAT 2.0 Reading Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding Reading Benchmarks and incorporate throughout all content areas.	Unpacking Standards	Learning Team Facilitator, (LTF), Reading Coach, Assistant Principals, Principal	Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Data Chat Forms, Assessment Data, Sample Lessons, Instructional Focus Calendar
2	Plan and use the Gradual Release Model effectively.	Provide professional development specifically targeting the focus lesson	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Focused Classroom Walkthroughs, Walk Throughs, Assessement Data
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough Forms
4	Effective planning and implementation of Higher Order Questions/Activities throughout reading	Provide professional development on Higher Order Questions and Activities.	Academic Coaches, Administration	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor	Common Planning Forms, Assessment Results, Classroom Walkthrough Forms

				lessons; reflect and debrief)	
5	Students are not independently reading to improve their reading skills.	Utilize e-readers with students to promote motivation to read independently, and support various learning styles of the students.	Teachers, Coaches, Administrators	1) Review baseline data 2) Provide opportunities for students to utilize e-readers for independent reading 3) Review on-going reading data	Reading data
6	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In FY13, 45% of students will achieve mastery of Level 4, 5, and 6 in Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 36% (5) of students will achieve mastery of Level 4, 5, and 6 in Reading Assessment.	In FY13, 45% of students will achieve mastery of Level 4, 5, and 6 in Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
2	Plan and use the Gradual Release Model effectively.	Provide professional development specifically targeting the focus lesson.	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor	Common Planning Forms, Sample Lessons, Focused Classroom Walkthroughs,

				lessons; reflect and debrief)	Walk Throughs, Assessement Data

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In FY13, 16% of students will achieve at proficiency Level 4 on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (35) of students achieved above proficiency (FCAT Levels 4 & 5) in Reading.	In FY13, 16% (70) of students will achieve at proficiency Level 4 on the FCAT 2.0 Reading Assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Maintaining or improving academic proficiency for students.</td><td>Provide professional development for teachers on developing/implementing rigorous lessons.</td><td>LTF, Coaches, Administrators</td><td>1) Review of current data

2) Focused classroom walkthroughs</td><td>Assessment results, Classroom Walkthrough Checklist forms</td></tr>
<tr><td>2</td><td>Reinforcement of Reading strategies through content areas.</td><td>Share Instructional Focus Calendar (IFC) with all content area teachers.</td><td>Reading Coach, Assistant Principals, Principal</td><td>1)Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)</td><td>Coaching Cycle Checklist, Common Planning Notes, Administrative Classroom Walkthroughs, Assessment Results</td></tr>
<tr><td>3</td><td>Reinforcement of Reading strategies through content areas.</td><td>Share Instructional Focus Calendar (IFC) with all content area teachers.</td><td>Reading Coach, Assistant Principals, Principal</td><td>1)Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)</td><td>Coaching Cycle Checklist, Common Planning Notes, Administrative Classroom Walkthroughs, Assessment Results</td></tr>
</table>

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 FY13, 70% of students will achieve at or above Level 7 in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 57%(8) of students will achieve at or above Level 7 in reading	In FY13, 70% of students will achieve at or above Level 7 in reading

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Effective teachers use of</td><td>Provide professional</td><td>Learning Team</td><td>Review data from current</td><td>Common Planning</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	current data to differentiate instruction (DI)	development for teachers on how to effectively differentiate instruction.	Facilitator, Academic Coaches, Administration	assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Form, Assessment Results, Classroom Walkthrough Forms
2	Plan and use the Gradual Release Model effectively.	Provide professional development specifically targeting the focus lesson.	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Form, Sample Lessons, Walk Throughs, 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 group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In FY13, 65% of students will make learning gains on the FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 55% (126)of students made learning gains on the FCAT 2.0 Assessment.	In FY13, 65% of students will make learning gains on the FCAT 2.0 Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Administrators	Review data from current assessments Focused classroom walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension	Common Planning Forms, Assessment results, Administrative Classroom Walkthrough Form

				Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	
2	Understanding Reading Benchmarks and incorporate throughout all contents.	Unpacking Standards	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Data Chat Forms, Assessement Data, Sample Lessons, Instructional Focus Calendar
3	Plan and use the Gradual Release Model effectiviely.	Provide professional development specifically targeting the focus lesson.	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
4	Effective planning and implementation of Higher Order Questions/Activities throughout reading instruction	Provide professional development on Higher Order Questions and Activities.	Academic Coaches, Administration	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Assessment results, Classroom Walkthrough forms
5	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	1) Implement coaching cycle 2) Focused classroom walkthroughs 3) Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In FY13, 50% of students will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 36% (5) of students will achieve at or above Level 7 in reading	In FY13, 50% of students will make learning gains in reading

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to	Common Planning Forms, Assessment Results, Classroom Walkthrough Forms

| | | | | provide tiered instruction for students

Assess students to determine level of comprehension

Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively | |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | Plan and use the Gradual Release Model effectiviely. | Provide professional development specifically targeting the focus lesson. | Learning Team Facilitator, Reading Coach, Assistant Principals, Principal. | Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief) | Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4: | In FY13, 75% of students in the lowest 25% will make learning gains in Reading based on the FCAT 2.0 Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In FY12, 63% of students in the lowest 25% made learning gains in Reading. | In FY13, 75% of students in the lowest 25% will make learning gains in Reading based on the FCAT 2.0 Assessment. |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to use differentiated instruction to improve student learning.	Learning Team Facilitator (LTF), Coaches, Administrators	Review data from current assessment in LTM and/or common planning

Focused classroom walkthrough

Common planning to review data and group students

Select activities/assignments to provide tiered instruction for students

Assess students to determine level of comprehension

Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively | Common Planning Forms, Assessment results, and Administrative Classroom Walkthrough Observations |
| | Daily Attendance | Monitor student attendance | Teachers, Guidance Counselors, Assistant | 1) Track attendance daily

2) After 3 days absent, | Daily Attendance Tracker, Parent Contact/Conference Log, Conference |

				Principals, Principal	Teachers will contact parent or guardian	Record, School Based Team Meeting Notes, Truancy Packet, Alternative Placement Meeting Notes, Attendance Records
2					3) After 5 days, refer student names to Guidance Counselors 4) Refer student to School Based Team/RtI 5) After 15 consecutive days absent, conduct home visit and prepare Truancy packet 6) Recommend alternative placement for student	
3	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	1) Implement coaching cycle 2) Focused classroom walkthroughs 3) Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In FY16, 70% of students will achieve proficiency at or above in reading 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25	30	40	50	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:	In FY13, 35% of students will meet proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 23% (75)of Black students have met proficiency in Reading. In FY12, 29% (42)of Hispanic students have met proficiency in Reading.	In FY13, 35% of students will meet proficiency 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
	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments in LTM and/or Common planning. Focused classroom walkthroughs	Common Planning Form, Assessment results, Administrative Walkthrough Checklist

1				Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	
2	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms
3	Lack of instructional time to cover all areas of student weaknesses	After school and Saturday Tutoring	Principal, Assistant Principals Reading Coach	Diagnostic Test results, Common Assessment Results	Diagnostic Test results, Common Assessment Results
4	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	1) Review data from current assessments in LTM and/or Common planning. 2) Focused classroom walkthroughs	Common Planning Worksheet, Assessment results, Administrative Walkthrough Checklist
5	Making students aware of their academic strengths and weaknesses.	Reading teacher will effectively communicate student progress and/or deficiencies through student data chats. Paraprofessional will assist students while teacher has data chats.	Teachers, Coaches, Guidance Counselors, Administrators	1) Use current data to determine student status 2) Conduct individual data chats with student goal sheets 3) Monitor student data chat logs	Data Chat Forms, Student Conference Logs, Assessment Results, Student Folders and Portfolios
6	Understanding Reading Benchmarks and incorporate throughout all content areas.	Unpacking Standards	Learning Team Facilitator (LTF), Coaches, Administrators	Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Worksheet, Data Chat Forms, Assessment Data, Sample Lessons, Instructional Focus Calendar
7	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	1) Implement coaching cycle 2) Focused classroom walkthroughs 3) Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough 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 subgroup:	
5C. English Language Learners (ELL) not making	

satisfactory progress in reading.

Reading Goal #5C:

In FY13, 25% of students will meet proficiency in Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY13, 17% of students will meet proficiency in Reading.	In FY13, 25% of students will meet proficiency in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments in LTM and/or Common planning. Focused classroom walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Form, Assessment results, Administrative Walkthrough Checklist
2	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms
3	Understanding Reading Benchmarks and incorporate throughout all content areas.	Unpacking Standards	Learning Team Facilitator (LTF), Coaches, Administrators	Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Form, Data Chat Forms, Assessment Data, Sample Lessons, Instructional Focus Calendar
4	Lack of instructional time to cover all areas of student weaknesses	After school and Saturday Tutoring	Principal, Assistant Principals Reading Coach	Diagnostic Test results, Common Assessment Results	Diagnostic Test results, Common Assessment Results

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

5D. Students with Disabilities (SWD) not making

satisfactory progress in reading. Reading Goal #5D:	In FY13, 25% of Students With Disabilities (SWD) will meet satisfactory in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 14% (12)of Students With Disabilities (SWD) will met satisfactory in Reading	In FY13, 25% of Students With Disabilities (SWD) will meet satisfactory in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments in LTM and/or Common planning. Focused classroom walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Form, Assessment results, Administrative Walkthrough Checklist
2	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle Checklist, Assessment Results, Notes from Common Planning, Teacher Data Chats, Administrative Walkthrough forms
3	Understanding Reading Benchmarks and incorporate throughout all content areas.	Unpacking Standards	Learning Team Facilitator (LTF), Coaches, Administrators	Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Form, Data Chat Forms, Assessment Data, Sample Lessons, Instructional Focus Calendar
4	Lack of instructional time to cover all areas of student weaknesses	After school and Saturday Tutoring	Principal, Assistant Principals Reading Coach	Diagnostic Test results, Common Assessment Results	Diagnostic Test results, Common Assessment Results
5	Various learning styles in single grouping.	Use Differentiated Instruction to address various learning styles.	Learning Team Facilitator (LTF), Reading Coach, Department Chairpersons, Assistant Princip;als, Principal	1) Common planning to review data and group students 2) Select activities/assignments to provide tiered instruction for students 3) Assess students to	Common Planning form, Assessment Results, Sample Lessons, Administrative Classroom Walkthrough Observations

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				determine level of comprehension	
				4) Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	
6	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through student data chats. Create goal sheets	Teachers, Coaches, Guidance Counselors, Administrators	1) Use current data to determine student academic level 2) Review of student goal sheets 3) Monitor student data chat logs	Data Chat Forms, Conference Logs, Assessment Results, Student Folders and Portfolios

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In FY13, 30% of Economically Disadvantaged (ED) students will meet satisfactory in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 22% of Economically Disadvantaged (ED) students did not meet satisfactory in Reading.	In FY13, 30% of Economically Disadvantaged (ED) students will meet satisfactory in Reading.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding Reading Benchmarks and incorporate throughout all contents.	Unpacking Standards	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Form, Data Chat Forms, Assessement Data, Sample Lessons, Instructional Focus Calendar
2	Plan and use the Gradual Release Model effectiviely.	Provide professional development specifically targeting the focus lesson.	Learning Team Facilitator, Reading Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	1a.2. Common Planning Form, Sample Lessons, Walk Throughs, Assessement Data
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students	Common Planning Forms/notes, Assessment results, Classroom Walkthrough forms

				Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	
4	Effective planning and implementation of Higher Order Questions/Activities throughout reading instruction	Provide professional development on Higher Order Questions and Activities.	Academic Coaches, Administration	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms/notes, Assessment results, Classroom Walkthrough forms
5	Making students aware of their academic strengths and weaknesses.	Effectively communicate student process and/or deficiencies through data chats. Create goals sheets	Teachers, Coaches, Guidance Counselors, Administrators	1) Use current data to determine student status 2) Monitor data chat logs	Data Chat Forms, Conference Logs, Assessment Results, Student Folders and Portfolios
6	Lack of instructional time to cover all areas of student weaknesses.	After school and Saturday Tutoring	Principal, Assistant Principals Reading Coach	Improvement on Diagnostic testing.	Diagnostic Test results
7	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms

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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
Increasing Rigor through Text Complexity	All Reading Teachers	Learning Team Facilitaor and Reading Coach	All Reading Teachers	Ongoing	Administrative Classroom Walkthroughs Collegial Planning Worksheets Students Work Samples	Principal Assistant Principals Reading Coach Learning Team Facilitator
AVID Training	All Reading and Social Studies	Teacher AVID Trainer	All Reading and Social Studies Teacher	October 2012	Review of Lesson Plans Participation in LessonDiscussion activities Review of student work samples	Principal Assistant Principals AVID Site Team
CRISS	Refresher New Teachers	District Trainer	New Teachers	October 2012	Review of Lesson plans Participation in Collegial Planning Sessions Review of student work	Principal Assistant Principals Team Facilitator

					samples	
Understanding AMO subgroups and calculating school grades.	All Subject Areas (9-12)	Administration	Schoolwide	October 2012, ongoing	Teacher Data Binders, Student Work Samples, EDW Reports	Principal Assistant Principals
Effective Implementationof the Comprehension Instructional Sequence Model	All Subjects Areas (9-12)	Reading Coach and Learning Team Facilitator	All Subjects Areas (9-12)	Ongoing	Review of Lesson Plans Participation in Lesson Discussion activities Review of student work samples	Principal Assistant Principals Reading Coach Learning Team Facilitator
Fair Training	All Reading and ELA teachers.	Reading Coach	All Reading and ELA teachers.	Ongoing	Lesson Plans Small Group Data Discussions Differentiated Instruction Log	Principal Assistant Principals Reading Coach
Effective Implementation of the Gradual Release Model of Instruction	All Subject Areas (9-12)	Acedemic Coaches and Learning Team Facilitator	All Subjects Areas (9-12)	Ongoing	Administrative Classroom Walkthroughs Collegial Planning Worksheets Students Work Samples	Principal Assistant Principals Acedemic Coach Learning Team Facilitator
Unpacking the Benchmarks	All Subjects Areas (9-12)	Learning Team Facilitaor	All Subjects Areas (9-12)	Ongoing	Administrative Classroom Walkthroughs Collegial Planning Worksheets Students Work Samples LTM Agendas and Scales	Principal Assistant Principals Learning Team Facilitator
Effective Implementation of the Instructional Focus Calendar, Assessments and Lesson Development.	All Subjects (9-12)	Learning Team Facilitator and Acedemic Coaches	All Subject Areas (9-12)	Ongoing	Effective Implementation of the Instructional Focus Calendar, Assessments and Lesson Development.	Principal Assistant Principals Reading Coach Learning Team Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development specifically targeting the focus lesson; how to effectively differentiate instruction; how to develop higher order questions and activities; how to effectively implement the Comprehension Instruction Sequence Model; how	Funds for substitutes	Title I	$750.00

	to develop/implement rigorous lessons.			
On-going professional development	Travel to conferences	Title I		$1,500.00
on-going professional development for teachers with best practices	Supplies for materials needed	Title I		$500.00
			Subtotal:	$2,750.00

Other				
Strategy	Description of Resources	Funding Source		Available Amount
Provide after school and Saturday tutoring	Funds for tutors and paraprofessional	Title I		$44,178.00
Utilize e-readers with students to promote motivation to read independently, and support various learning styles of the students.	E-Readers	Title I		$1,500.00
Provide supplies such as chart paper, markers, display boards, etc. to supplement classroom instruction.	Classroom supplies	Title I		$1,000.00
			Subtotal:	$46,678.00
			Grand Total:	$49,428.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In FY13, 30% of students will meet proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
In FY12, 17% of students met proficiency in Listening/Speaking.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective teacher use of current data to differentiate	Provide professional development to teachers on how to effectively differentiate	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments in LTM and/or Common planning. Focused classroom walkthroughs	5C.1. Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms
2	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms

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

2. Students scoring proficient in reading. CELLA Goal #2:	In FY13, 15% of students will meet proficiency in Reading on the CELLA.

2012 Current Percent of Students Proficient in reading:

In FY12, 3.4% of students met proficiency in Reading on the CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding Reading Benchmarks and incorporate throughout all content areas.	Unpacking Standards	Learning Team Facilitator (LTF), Coaches, Administrators	Implement Coaching Cycle (Assess teacher; prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Worksheet, Data Chat Forms, Assessment Data, Sample Lessons, Instructional Focus Calendar
2	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments in LTM and/or Common planning. Focused classroom walkthroughs	Common Planning Worksheet, Assessment results, Administrative Walkthrough Checklist

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

3. Students scoring proficient in writing. CELLA Goal #3:	In FY13, 30% of students will meet proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

In FY12, 6.1% of students will meet proficiency 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
	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments in LTM and/or Common planning. Focused classroom walkthroughs	Common Planning Form, Assessment results, Administrative Walkthrough Checklist

1					
2	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS)	Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS)	Teachers, LTF, Coaches, Administrators	Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings	Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough forms
3	Students may not understand the elements of the writing process and how they support good writing	Teachers will orientate students to the full writing process using GRM for PowerEd Plans and other curricular implementations	Teachers, Literacy Coach, Administration	Lesson Plans, Common Planning Documents	Board Configuration, Displayed student work, Student portfolios, Student reflections, Palm Beach Writes Scoring Workshops
4	Teachers may need help with effective strategies for teaching the writing process	Teachers will participate in professional development in how to use the writing process to teach the elements of writing	Department Chair/Literacy Coach, Administration, Teachers	Targeted Administrative Classroom walkthroughs, Coaching Cycle Observations and Completion	PD Sign-In Sheets, Course Completion Documents, Informal and Formal Teacher Evaluations

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

Provide after school and Saturday tutoring	Funds to pay tutoring teachers	Title I	$8,000.00
Provide supplies to supplement classroom instruction	Classroom supplies	Title I	$500.00
			Subtotal: $8,500.00
			Grand Total: $8,500.00

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:	In FY13, 65% of students will score Levels 4, 5, and 6 in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 50%(7) of students will score Levels 4, 5, and 6 in Mathematics	In FY13, 65% of students will score Levels 4, 5, and 6 in Mathematics

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, ESE Coordinator, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
2	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiely differentiate instruction.	Learning Team Facilitator, ESE Coordinator, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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

2. Florida Alternate Assessment: Students scoring at

or above Level 7 in mathematics.

Mathematics Goal #2:

In FY13, 45% of students will score Level 7 in Mathematics

2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 35%(4) of students will score Level 7 in Mathematics	In FY13, 45% of students will score Level 7 in Mathematics

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, ESE Coordinator, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
2	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiely differentiate instruction.	Learning Team Facilitator, ESE Coordinator, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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 FY13, 60% of students will make learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 50% of students will make learning gains in mathematics	In FY13, 60% of students will make learning gains in mathematics

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats.

Create goal sheets for students. | Teachers, Coaches,DIL, ESE Coordinator, Administrators | Use current data to determine student academic status.

Conduct individual data chats with student goal sheets.

Monitor student data chat logs. | Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios |
| 2 | Effective teachers use of current data to differentiate instruction (DI) | Provide professional development for teachers on how to effectiviely differentiate instruction. | Learning Team Facilitator, ESE Coordinator, Administration | Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs

Common planning to review data and group students

Select activities/assignments to provide tiered instruction for students

Assess students to determine level of comprehension

Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively | Common Planning Forms, Assessment Results, Classroom Walkthrough |

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1: | In FY13, 50% of students will score Level 3 in Algebra |
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 32%(44) of students will score Level 3 in Algebra	In FY13, 50% of students will score Level 3 in Algebra
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills in some assessed areas.	Review data to identify student trends and weaknesses. Allow opportunities for remediation or reteaching. Use Algebra I Jump-Start to provide incoming Algebra I students with prerequisite skills.	Math Coach, Math DIL, Administrators, Learning Team Facilitator (LTF), Algebra I Teachers	Implement coaching cycle Instructional materials will be provided to teachers that specifically address the assessed benchmarks. Collect data from assessments administered through Examview. This will determine effectiveness of lesson. Use common planning sessions to collaborate with peers and discuss benchmarks.	ExamView, CORE K12, Assessments Results, Common Planning Worksheet, Data Chat Forms, Sample Lessons, Instructional Focus Calendar
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiviely differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
4	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assesement Data
	Effective teacher use of the Comprehension Instructional Sequence	Provide professional development to teachers on how to effectively	Teachers, LTF, Coaches, Administrators	Implement coaching cycle	Coaching Cycle checklist, Assessment

| 5 | Model. (CIS) | implement the Comprehension Instruction Sequence Model. (CIS) | | Focused classroom walkthroughs

Review student data and work samples in Learning Team Meetings | results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough 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:

| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.

Algebra Goal #2:	In FY13, 15% of students will score Level 4 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY13, 1% of students will score Level 4 in Algebra	In FY13, 15% of students will score Level 4 in Algebra

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack higher order thinking skills in some assessed areas.	Review data to identify student trends and weaknesses.

Allow opportunities for remediation or reteaching.

Implement the Springboard Algebra I Curriculumn | Math DIL, Math Coach, Administrators, Algebra I Springboard Teachers. | Implement coaching cycle

Instructional materials will be provided to teachers that specifically address the assessed benchmarks.

Collect data from assessments administered through Examview. This will determine effectiveness of lesson.

Use common planning sessions to collaborate with peers and discuss benchmarks. | Assessments Results, CORE-K12, Common Planning Worksheet, Data Chat Forms, Sample Lessons, Instructional Focus Calendar |
| 2 | | Provide professional development opportunities for teachers to learn how to increase rigor.

Utilize computer labs for common assessments and other assessments when possible to familiarize students with End of Course exams. | Teachers, Learning Team Facilitator (LTF), Coach's, Administrators | Implement coaching cycle

Samples of lessons that demonstrate rigor and incorporate higher level questioning.

Practice using computer based tests. | Assessment results, Administrative Classroom Walkthroughs |
| 3 | Making students aware of their academic strengths and weaknesses. | Effectively communicate student progress and/or deficiencies through data chats.

Create goal sheets for students. | Teachers, Coaches,DIL, Guidance Counselors, Administrators | Use current data to determine student academic status.

Conduct individual data chats with student goal sheets.

Monitor student data chat logs. | Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios |

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	In FY16, 85% of students will score Level 3 in Algebra
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	50	60	75	85	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	In FY13, 50% of students will make satisfactory in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 32% of students made satisfactory in Algebra	In FY13, 50% of students will make satisfactory in Algebra

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 students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
2	Students lack prerequisite skills in some assessed areas.	Review data to identify student trends and weaknesses. Allow opportunities for remediation or reteaching. Use Algebra I Jump-Start to provide incoming Algebra I students with prerequisite skills.	Math Coach, Math DIL, Administrators, Learning Team Facilitator (LTF), Algebra I Teachers	Implement coaching cycle Instructional materials will be provided to teachers that specifically address the assessed benchmarks. Collect data from assessments administered through Examview. This will determine effectiveness of lesson. Use common planning sessions to collaborate with peers and discuss	ExamView, CORE K12, Assessments Results, Common Planning Worksheet, Data Chat Forms, Sample Lessons, Instructional Focus Calendar

					benchmarks.
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
4	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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:	In FY13, 25% of ELL students will make satisfactory in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 12% of ELL students made satisfactor in Algebra.	In FY13, 25% of ELL students will make satisfactory in Algebra

	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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
2	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
3	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios

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:	In FY12, 15% of SWD students will make satisfactory in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 2% of SWD students made satisfactory in Algebra	In FY12, 15% of SWD students will make satisfactory in Algebra

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	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs	Common Planning Forms, Assessment Results, Classroom Walkthrough

				Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	
3		study Implementation of the Coaches Cycle			

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:	In FY13, 50% of students will make satisfactory in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 32% of ED students has meet satisfactory in Algebra	In FY13, 50% of students will make satisfactory in Algebra

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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom	Common Planning Forms, Assessment Results, Classroom Walkthrough

				Walkthroughs
3				Common planning to review data and group students
				Select activities/assignments to provide tiered instruction for students
				Assess students to determine level of comprehension
				Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively

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:	In FY13, at least 30% of students will score Level 3 in Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, Not Applicable	In FY13, at least 30% of students will score Level 3 in Geometry

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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders

			students.	Monitor student data chat logs.	and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough
4	Effective teacher use of the Comprehension Instructional Sequence Model. (CIS) Provide professional development to teachers on how to effectively implement the Comprehension Instruction Sequence Model. (CIS) Teachers, LTF, Coaches, Administrators			Implement coaching cycle Focused classroom walkthroughs Review student data and work samples in Learning Team Meetings Coaching Cycle checklist, Assessment results, Notes from Common planning, Teacher Data Chats, Administrative Walkthrough 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Not applicable until 2013-14
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable until 2013-14	Not applicable until 2013-14

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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiviely differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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 # In FY16, 90% of students will score Level 3 in Geometry 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	80%	85%	90%	

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:
Not applicable until 2013-14	Not applicable until 2013-14

Not applicable until 2013-14

	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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectively differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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:	Not applicable until 2013-14
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable until 2013-14	Not applicable until 2013-14

	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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiviely differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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:	Not applicable until 2013-14
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not applicable until 2013-14	Not applicable until 2013-14

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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiviely differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used effectively	Common Planning Forms, Assessment Results, Classroom Walkthrough

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:	Not applicable until 2013-14
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not applicable until 2013-14	Not applicable until 2013-14

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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data
2	Making students aware of their academic strengths and weaknesses.	Effectively communicate student progress and/or deficiencies through data chats. Create goal sheets for students.	Teachers, Coaches,DIL, Guidance Counselors, Administrators	Use current data to determine student academic status. Conduct individual data chats with student goal sheets. Monitor student data chat logs.	Data Chat Forms, Student Goal Sheets, Teacher/Student Conference Logs, Assessments, Student Folders and Portfolios
3	Effective teachers use of current data to differentiate instruction (DI)	Provide professional development for teachers on how to effectiviely differentiate instruction.	Learning Team Facilitator, Academic Coaches, Administration	Review data from current assessments, Review DI Plans, Focused Classroom Walkthroughs Common planning to review data and group students Select activities/assignments to provide tiered instruction for students Assess students to determine level of comprehension Coaches will develop a schedule for teachers to visit classes where effective data driven DI is being used	Common Planning Forms, Assessment Results, Classroom Walkthrough

				effectively		

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
Understanding how to improve learning for all AMO subgroups and calculating school grades.	All subjects (9-12)	Learning Team Facilitator, Administrators, Coaches	All subjects (9-12)	October 2012	Teacher Data Binders, Student Work Samples, EDW Reports	Administrators, Learning Team Facilitator (LTF) Coaches
Effective Implementationd the Comprehension Instructional Sequence Model (CIS)	All Subjects Areas (9-12)	Reading Coach and Learning Team Facilitator	All Subjects Areas (9-12)	Ongoing	Review of Lesson Plans Participation in Lesson Discussion activities Review of student work samples	Principal Assistant Principals Reading Coach Learning Team Facilitator
Differentiated Instruction Refresher Schoolwide	All subjects (9-12)	Professional Devlopment Team, Coaches, Learning Team Facililtator	All Subject Areas (9-12)	October 2012 Ongoing	Teachers will demonstrate through lessons plans that lessons are being differentiated.	Administration
STEM	All Subjects (9-12)	Professional Devlopment Team, Coaches, Learning Team Facililtator	All Subject Areas (9-12)	Ongoing	Classroom walk throughs Teachers lesson plans	Administration Coaches
Unpacking the Benchmarks	All Subjects Areas(9-12)	Learning Team Facilitator, Coaches	All Subjects Areas (9-12)	Ongoing	LTM Meeting Notes, Scales, Lesson Plans developed to address targeted benchmark.	Administration, Learning Team Facilitator

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
Calculators for students in math classes to provide adequate practice and familiarity with technology	Scientific calculators	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Provide for ongoing professional development on best practices.	Travel to conferences	Title I	$1,000.00
Provide PD materials for ongoing development	Supplies to supplement PD	Title I	$500.00
Provide professional development specifically targeting the focus lesson; how to effectively differentiate instruction; how to develop higher order questions and activities; how to effectively implement the Comprehension Instruction Sequence Model; how to develop/implement rigorous lessons.	Funds for substitutes	Title I	$750.00
			Subtotal: $2,250.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Provide after school and Saturday tutoring	Funds to pay for tutors	Title I	$8,000.00
Provide classroom supplies such as chart paper, markers, small marker boards, paper to supplement classroom instruction.	Classroom supplies to supplement instruction	Title	$500.00
			Subtotal: $8,500.00
			Grand Total: $11,750.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	In FY13, 50% of students will achieve Levels 4, 5, and 6 on Science FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 40% of students achieved Levels 4, 5, and 6 on Science FAA.	In FY13, 50% of students wil achieve Levels 4, 5, and 6 on Science FAA.

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	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction and the interactive use of Marzano scales.	LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments Focused classroom walkthroughs Review data from the tracking on Marzano scales.	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.
	Daily Attendance	Monitor student attendance	Teachers, Guidance Counselors,	Track attendance daily	Daily Attendance Tracker, Parent Contact/Conference

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2			Assistant Principals, Principal	After 3 days absent, Teacher will contact parent or guardian After 5 days, refer student names to Guidance Counselors Refer student to School Based Team/RtI After 15 consecutive days absent, conduct home visit and prepare Truancy packet Recommend alternative placement for student	Log, Conference Record, School Based Team Meeting Notes, Truancy Packet, Alternative Placement Meeting Notes, Attendance Records
3	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	In FY13, 30% of students will achieve Level 7 on Science FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 20% of students achieved Level 7 on Science FAA.	In FY13, 30% of students will achieve Level 7 on Science FAA.

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	Effective implementation of the Gradual Release Model to scaffold instruction and meet the rigor of the benchmarks.	Provide professional development specifically targeting the focus lesson. Partcipation in lesson study Implementation of the Coaches Cycle	Learning Team Facilitator, Math Coach, Assistant Principals, Principal.	Implement Coaching Cycle (Assess teacher, prep; set goals; prepare/plan activities; implement and monitor lessons; reflect and debrief)	Common Planning Forms, Sample Lessons, Walk Throughs, Assessement Data

	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction and the interactive use of Marzano scales..	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments Focused classroom walkthroughs Review data from the tracking on Marzano scales.	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.
2					

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	In FY13, 50% of Biology students will achieve proficiency on Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 45% of Biology students achieved proficiency on Biology EOC.	In FY13, 50% of Biology students will achieve proficiency on Biology EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge in Science.	Review data to identify student trends and weaknesses.	Administrative Team Math/Science Coach Science DIL Science teachers	Implement Coaching Cycle Instructional materials will be provided to teachers to specifically address assessed benchmarks. Create primary and secondary focus calendars will be created to address non-proficient benchmarks. Use common planning sessions to collaborate with peers and discuss benchmarks.	ExamView data reports Teacher feedback PBC Diagnostic Results
	Daily Attendance	Monitor student attendance	Teachers, Guidance Counselors, Assistant Principals, Principal	Track attendance daily After 3 days absent, Teacher will contact parent or guardian After 5 days, refer student names to Guidance Counselors	Daily Attendance Tracker, Parent Contact/Conference Log, Conference Record, School Based Team Meeting Notes, Truancy Packet, Alternative Placement Meeting Notes, Attendance Records

#					
2				Refer student to School Based Team/SwBP After 15 consecutive days absent, conduct home visit and prepare Truancy packet Recommend alternative placement for student	
3	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction and the interactive use of Marzano scales..	LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments Focused classroom walkthroughs Review data from the tracking on Marzano scales.	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.
4	Effective use of common planning to build rigours lesson with STEM Iniative and higher complexeity questioning.	Asign teacher roles and responbilities of the lesson planning process. Develop scripted questions for higher order probing purposes. Review data and develop remediation and STEM Activities.	Administration, Coaches	Implementation of coaching cycle, data binders, lesson plans, common planning notes	Diagnostic Results, common assessement data, data tracking with Marzano Scale
5	Effective use of AVID binders and planners schoolwide.	Provide professional development to teachers on how to effectively use binders and planners.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from binders checks located in portfolios. Focused classroom walkthroughs	Binder evaluation tool, Adminstrative Classrrom Walkthrough Observations
6	Effective use of AVID Quickwrites as Bellringers and Cornell Notes.	Provide professional development to teachers on how to effectively implement Quickwrites and Cornell Notes.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.
7	Effective use of AVID Quickwrites as Bellringers and Cornell Notes.	Provide professional development to teachers on how to effectively implement Quickwrites and Cornell Notes.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.
8	Effective use of CIS planning and incorporation of AVID Philosophical chairs 1-2 times per nine weeks.	Provide professional development to teachers on how to effectively implement CIS planning.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations

9	Effective use of AVID Weekly.	Provide professional development to teachers on how to effectively AVID Weekly.	Teachers, Â LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	In FY13, 30% of Biology students will achieve Level 4 on Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 25% of Biology students have achieved Level 4 on Biology EOC.	In FY13, 30% of Biology students will achieve Level 4 on Biology EOC.

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	Maintaining or improving academic proficiency for higher level students.	Provide professional development for teachers on developing/implementing rigorous lessons.	Teachers, LTF, Coaches, Administrators	Review of current data Focused classroom walkthroughs	Assessment results, Administrative Classroom Walkthroughs Checklist Forms
2	Reinforcement of Reading strategies through content areas.	Share Instructional Focus Calendar (IFC) with all content area teachers.	Math/Science Coach, Reading Coach, Administrators	Implement coaching cycle (assess teacher; prep; set goals; prepare/plan activities; implement and monitor lesson; reflect and debrief)	Coaching cycle checklist, Common Planning Notes, Administrative Classroom Walkthroughs, Assessment Results Â

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
Understanding how to						

improve learning for all AMO subgroups and calculating school grades.	All subjects (9-12)	Learning Team Facilitator, Administrators, Coaches	All subjects (9-12)	October 2012	Teacher Data Binders, Student Work Samples, EDW Reports	Administrators, Learning Team Facilitator (LTF) Coaches
Effective Implementationof the Comprehension Instructional Sequence Model (CIS)	All Subjects Areas (9-12)	Reading Coach and Learning Team Facilitator	All Subjects Areas (9-12)	Ongoing	Review of Lesson Plans Participation in Lesson Discussion activities Review of student work samples	Principal Assistant Principals Reading Coach Learning Team Facilitator
Differentiated Instruction Refresher Schoolwide	All subjects (9-12)	Professional Devlopment Team, Coaches, Learning Team Facililtator	All Subject Areas (9-12)	October 2012 Ongoing	Teachers will demonstrate through lessons plans that lessons are being differentiated.	Administration
STEM	All Subjects (9-12)	Professional Devlopment Team, Coaches, Learning Team Facililtator	All Subject Areas (9-12)	Ongoing	Classroom walk throughs Teachers lesson plans	Administration Coaches
Unpacking the Benchmarks	All Subjects Areas(9-12)	Learning Team Facilitator, Coaches	All Subjects Areas (9-12)	Ongoing	LTM Meeting Notes, Scales, Lesson Plans developed to address targeted benchmark.	Administration, Learning Team Facilitator

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
Provide professional development specifically targeting the focus lesson; how to effectively differentiate instruction;how to develop higher order questions and activities; how to effectively implement the Comprehension Instruction Sequence Model; how to develop/implement rigorous lessons.	Funds for substitutes	Title I	$750.00
Provide on-going PD for best practices for teachers	Supplies for materials needed for PD	Title I	$500.00

Conferences for teachers to receive training on best practices	Travel to conferences for PD	Title I	$1,080.00
		Subtotal: $2,330.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school tutoring	Funds for tutors	Title I	$4,000.00
Provide PD on existing technology and internet resources	Funds for substitutes	Title I	$750.00
Provide lab supplies for real life experiences for students in science	Materals to supplement classroom instruction.	Title I	$1,500.00
		Subtotal: $6,250.00	
		Grand Total: $8,580.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In FY13, 92% of 10th Grade students will score a Level 3.0 or higher on FCAT Writes; 80% of 10th Grade students will score 4.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grade 10, 80% of the students achieved a Level 3.0 or higher on the 2012 FCAT Writes.	In Grade 10, 92% of 10th Grade students will score a Level 3.0 or higher on FCAT Writes; 80% of 10th Grade students will score 4.0 or higher, indicating proficiency.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student grammar skills (including spelling, punctuation, subject/verb agreement) are weak	1a.1 Teachers Instructional Focus will include ongoing grammar mini-lessons and short writing assignments	Teachers, Literacy Coach, Administration	Edited student work, Peer reviews with notations, Student work showing corrections	Student Assignments Cornell Notes from mini-lessons in grammar, (maintained in English notebooks for further access and review)
2	Students do not connect their conversational complex sentences and descriptive language with their writing	Teachers facilitate student understanding of varied sentence structure and use of factual support	Teachers, Literacy Coach, Administration	Students use Cornell Notes to record information from mini-lessons in grammar	Cornell Notes Summaries
3	Students may have been taught to use Cornell Notes incorrectly	Teacher will explicitly instruct students in proper Cornell Notes usage	Teachers, Literacy Coach, Administration	Students use Cornell Notes properly to record lesson information in class	Completed Cornell Notes
	Some teachers may need additional support with using the Gradual Release Model of	Teachers will participate in professional development or	Department Chair/Literacy Coach, Administration	Targeted Administrative Classroom walkthroughs,	PD Sign-In Sheets, Lesson Plans,

4	Instruction effectively	refresher training in the Gradual Release Model, specifically targeting the Focus Lesson (I DO)		Coaching Cycle Observations and Cycle completion	Coaching Cycle Documents, Informal and Formal Teacher Evaluations
5		Teachers will receive follow-up support in planning and infusing the GRM as part of their daily instruction	Department Chair/Literacy Coach, Administration, Teachers	Review of Lesson Planning Documents; including, Board Configuration and Marzano Scales	Board Configuration, Lesson Plans, Classroom walkthroughs, Informal and Formal Teacher Evaluations
6	Teachers may need ongoing support until competent in one or more elements of the GRM.	Literacy Coach will implement the full Coaching Cycle (planning, modeling, co-teaching, observing, and debriefing) with teachers in need of additional support	Literacy Coach, Administration	Review of Lesson Planning Documents; Review of Coaching Cycle Documents	Literacy Coach Observation and coaching Cycle Completion documents, Informal and Formal Teacher Evaluations
7	Students may not understand the elements of the writing process and how they support good writing	Teachers will orientate students to the full writing process using GRM for PowerEd Plans and other curricular implementations	Teachers, Literacy Coach, Administration	Lesson Plans, Common Planning Documents	Board Configuration, Displayed student work, Student portfolios, Student reflections, Palm Beach Writes Scoring Workshops
8	Teachers may need help with effective strategies for teaching the writing process	Teachers will participate in professional development in how to use the writing process to teach the elements of writing	Department Chair/Literacy Coach, Administration, Teachers	Targeted Administrative Classroom walkthroughs, Coaching Cycle Observations and Completion	PD Sign-In Sheets, Course Completion Documents, Informal and Formal Teacher Evaluations
9		Teachers will receive follow-up support in using the writing process to teach the elements of writing	Department Chair/Literacy Coach, Teachers, District Specialists	Review of Lesson Planning Documents, Board Configuration, Marzano Scales	Lesson Plans, Coaches Observations, Informal and Formal Teacher EvaluationsÂ
10	Materials for students; insufficient teacher time for individual conferences	Teachers will systematically organize writing folders throughout all grade levels using a department-wide procedure	Teachers, Department Chair/Literacy Coach, Administration	Portfolio Review during Classroom walkthroughs	Completed Palm Beach Writes Assignments, Student Portfolios, Unified Portfolio Procedure and Rubric
11	Teachers having to learn and implement a new procedure	Teachers will implement a unified Student Portfolio procedure for all students	Teachers, Department Chair/Literacy Coach, Administration	Portfolio Review during Classroom walkthroughs	Student Portfolios with Unified Tables of Contents, Entries, and Rubrics
12	Limited teacher time for immediate written feedback for every student	Teachers will provide immediate descriptive feedback to all students consistently	Teachers, Department Chair/Literacy Coach, Administration	Common Planning, Administrative Targeted Classroom walkthroughs, Coaching Cycle Observations and	Displayed Student Work with notations, Coaching Cycle, Informal and

				Cycle Completion	Formal Teacher Evaluations
13	Teachers may need support in methods of providing descriptive feedback that is less time consuming, yet purposeful	Teachers will participate in professional development in how to provide descriptive feedback effectively	Learning Team Facilitator, Literacy Coach, Administration	Administrated Targeted Classroom Walkthroughs, Coaching Cycle Observations and Cycle Completion	Displayed Student Work with notations, Coaching Cycle, Informal and Formal Teacher Evaluations
14		Teachers will receive follow-up support in providing effective, descriptive feedback through Learning Team Meetings, and Coaching	Learning Team Facilitator, Literacy Coach, District Support Staff	LTM Data Feedback, Coaching Cycle Observations and Cycle Completion, Administrative Review	Student work with notations: displayed, in binders, and in portfolios.
15	Curriculum adjustments must be made to accommodate 9th Grade research instruction	Curriculum planning will incorporate the introduction of research papers in 9th grade English Classes	Teachers, Department Chair/Literacy Coach, District Support, Administration	Production of Instructional Focus Calendar for 9th Grade implementation in 1st quarter of school year	Curriculum meeting Sign-In Sheets, Instructional Focus Calendar, Lesson Plans
16	Absence of materials	Teachers collaboratively with Literacy Coach will develop or edit an MLA Form and Style Manual to facilitate student orientation and use	Teachers, Department Chair/Literacy Coach, Administration	Student understanding and use of Form and Style Manual	Form and Style Manual, Student Reflections via Quick Writes, Students ability to adapt ELA research methods for use in science and other academic disciplines
17		Ninth grade students will complete one research paper subjected to the writing process	Teachers, Literacy Coach. Administration	Lesson Planning, Common Planning Documents	Lesson Plans, Students’ Completed Research Papers, Student Portfolios

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In FY13, 50% of students will achieve Levels 4 or higher on Writing FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY13, 43% of students will achieve Levels 4 or higher on Writing FAA.	In FY13, 50% of students will achieve Levels 4 or higher on Writing FAA.

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	Some teachers may need additional support with using the Gradual Release Model of Instruction effectively	Teachers will participate in professional development or refresher training in the Gradual Release	Department Chair/Literacy Coach, Administration	Targeted Administrative Classroom walkthroughs, Coaching Cycle	PD Sign-In Sheets, Lesson Plans, Coaching Cycle

		Model, specifically targeting the Focus Lesson (I DO)		Observations and Cycle completion	Documents, Informal and Formal Teacher Evaluations
2	Effective teacher use of current data to differentiate instruction (DI).	Provide professional development to teachers on how to effectively differentiate instruction and the interactive use of Marzano scales.	Learning Team Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from current assessments / Focused classroom walkthroughs / Review data from the tracking on Marzano scales.	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.

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
Understanding how to improve learning for all AMO subgroups and calculating school grades.	All subjects (9-12)	Learning Team Facilitator, Administrators, Coaches	All subjects (9-12)	October 2012	Teacher Data Binders, Student Work Samples, EDW Reports	Administrators, Learning Team Facilitator (LTF) Coaches
Effective Implementationof the Comprehension Instructional Sequence Model (CIS)	All Subjects Areas (9-12)	Reading Coach and Learning Team Facilitator	All Subjects Areas (9-12)	Ongoing	Review of Lesson Plans / Participation in Lesson Discussion activities / Review of student work samples	Principal Assistant Principals Reading Coach Learning Team Facilitator
Unpacking the Benchmarks					LTM Meeting Notes,	

	All Subjects Areas(9-12)	Learning Team Facilitator, Coaches	All Subjects Areas (9-12)	Ongoing	Scales, Lesson Plans developed to address targeted benchmark.	Administration, Learning Team Facilitator
AVID Training	All Reading and Social Studies	Teacher AVID Trainer	All Reading and Social Studies Teacher	October 2012	Review of Lesson Plans Participation in LessonDiscussion activities Review of student work samples	Principal Assistant Principals AVID Site Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will orientate students to the full writing process using GRM for PowerEd Plans and other curricular implementations.	Subscription to PowerEd for each writing teacher	Title I	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will participate in professional development for: Gradual Release Model. specifically targeting the Focus Lesson; how to provide descriptive feedback effectively; how to effectively differentiate instruction and the interactive use of Marzano scales.	Funds for substitutes	Title I	$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school and Saturday tutoring	Funds for tutors	Title I	$4,000.00
Provide chart paper, markers, display boards to support Springboard curriculum	Supplies to supplement classroom instruction.	Title I	$1,000.00
			Subtotal: $5,000.00
			Grand Total: $7,250.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1. Students scoring at Achievement Level 3 in U.S.

History.

U.S. History Goal #1:

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.

U.S. History Goal #2:

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

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

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

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

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

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide PD for teachers on how to effectively differentiate instruction; development on higher order questions and activities	Funds for substitutes	Title I	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplies to supplement classroom instruction	Supplies for classroom	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $1,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In FY13, 2% decrease of students with excessive absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In FY12, 21% of students with excessive absences.	In FY13, the absentee rate will be reduced by 2%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
237 students	217 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
213 students	193 students
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	Language Barrier Transportation Bullying Family Issues Medical Issues Student Behavior/Classroom Management	Truancy Packet Parent Conference Parent Link/Edline Student Conferences Attendance Contract School Based Team Alternative School Award ceremony to recognize perfect attendance students.	Data Processor, Assistant Principal,Guidance Counselors, Teachers, School Based Team, Attendance Committee Principal	BiWeekly meetings to track and monitor student absences.	Attendance Reports Assessment Improvement Decrease in number of students absent based on Attendance Reports
	2	Daily Attendance	Monitor student attendance through Gradequick	Teachers, Guidance Counselors, Assistant Principals, Principal	1)Track attendance daily 2)After 3 days absent, Teachers will contact parent or guardian 3)After 5 days, Teachers will refer student names to the Guidance Counselors for further monitoring 4)After 10 absences during a nine-week marking period, the student will be referred to the School Based Team/RtI 5)After 15 consecutive days absent, the Truancy Liasion will conduct a home visit and prepare a Truancy packet 6)After completion of the Truancy Packet, the student will be recommended for alternative education placement	Attendance Tracker, Parent Contact/Conference Log, Conference Record, School Based Team Meeting Notes, Truancy Packet, Alternative Placement Meeting Notes, Attendance Records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
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:	In FY13, we will reduce the number of students placed in an In and/or Out-School suspension program.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In FY12, 204 of total students were placed in In-School suspensions.	In FY13, 184 students placed in an In-School suspension program.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In FY12, (24.2%) 241 of students were placed in In-School Suspension.	In, FY13, 221% decrease of students placed in In-School Suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In FY12, (18.7) 187 students were placed in OSS	In FY13, 167 students placed in Out-School Suspension.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
187 students	167 students
Problem-Solving Process to Increase Student Achievement	
		Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of concern for being out of school.	Counseling to discuss the benefits of schools. Participation in school based college and job fairs. Establish a college culture that promotes higher education.	Administration Attendance Clerk Guidance School Based Team	Review of suspension rate.	Decrease in Suspension rate based on Gold Report

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

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

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

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
Counseling to discuss the benefits of school; participation in school-based college and job fairs;	Personnel	SLC Grant	$110,450.00
			Subtotal: $110,450.00
			Grand Total: $110,450.00

End of Suspension Goal(s)

Dropout Prevention 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. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	In 2013, There will be a 1% decrease in the dropout rate from 2011 (2%)to 2012(1%).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The dropout rate in 2012 was at 2%.	The dropout rate in 2013 will be at 1%. This is a 1% decrease.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The 2012 graduation rate was 71%.	The 2013 expected graduation rate will be 91%. This is a 20% increase.

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	Passing the FCAT. Getting a 2.00 G.P.A. Valuing a high school diploma.	Implement an 8 period day to give students more opportunities to earn credits. Provide credit recovery opportunities before, during and after school. Implement E2020 online credit recovery program for students behind in credits. Hold assemblies for students showing them the value of earning a high school diploma. Partner with community agencies and national programs like Communities in Schools, Take Stock in Children and AVID to help motivate students Engage in bi- monthly meetings with guidance to ensure students are on track to graduate and at-risk students are closely monitored	Assistant Principal Guidance Counselors Graduation Coach Teachers Department Chairs	Bi-monthly monitoring of Graduation Cohort list Bi-Monthly monitoring of retention list Regularly monitor E2020 completion report	Graduation FCAT Retakes Promotion to next grade

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
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In FY13, 25% (297)of parents will participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In FY12, 20% (236 - based on 1108)of parents participated in school activities.	25% (307) of parents will participate in school activities.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	Getting parents involved in their child's education.	Provide parents multiple opportunities to meet with school personnel regarding their childs academic status. Provide ongoing communication between teachers and parents to enhance their child's learning environment.	Administrative Team Guidance Counselors Teachers Parent Liasion Creole and Spanish Language Facilitators	Distribute academic information to parents in front of local shopping centers. Two open house events per year. Curriculum night to keep parents informed of new and changing graduation requirements and grade level expectations. Communities in Schools assists with Family and Consumer Science courses. Glades Educational Fair - multiple schools offering information in one location so parents with multiple children in various schools can receive information in one location. Newsletters are to be sent home four times per year. One Voice automatic dialer will keep parents informed of important events through phone calls. Informational Road Trips scheduled 3 times a year.	Spreadsheets to calculate and track parental attendance. Attendance numbers at various events.
2	Provide trainings that inform parents of the school's academic initiatives.	Raider H.O.P.E. Parent Initiatives	School Advisory Council (SAC) School	Review of parent surveys	Parent Surveys Attendance Sheets
3	parents understanding their important role at school	Provide information for parents on Title 1. Parents will assist in creating and implementing the Parent School Compact and the Family Involvement Policy Plan.	Administration and Parent Liaison	Attendance at Title 1 Parent Night.	Attendance Sheet.
4	Ability of parents to attend meeting.	Provide trainings to parents in the areas of reading, math, writing and science	Administration and Parent Liaison	Attendance at parent trainings.	Attendance sheets.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parents multiple opportunities to meet with school personnel regarding their child's academic status; provide ongoing communication between teachers and parents to enhance their child's learning environment;	Client Resource Educator; Community Resource Person	Title I	$58,503.00
Provide ongoing communication between teachers and parents to enhance their child's learning environment; Provide information for parents on Title I.	Postage	Title I	$500.00
			Subtotal: $59,003.00
			Grand Total: $59,003.00

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:	100% of teachers will use STEM iniatives through project based learning across all content.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Avaliability of Technology	Schoolwide calendar for reservations for use project based lab. Rotation of technology carts. Purchase of computers for STEM use.	Technologhy Team Media Specialist Teachers	Review of Calendar Survey for technology needs	Survey for technology needs and use.
2	Lack of operational knowledge of technology	Provide professional development on existing technology and internet resources	Professional Development Team, Administration	Lesson plans. Classroom walk throughs, Student work samples	Student project based work samples, lesson plans, rubrics
3	Teacher Implementation	Add STEM alighnment to lesson plan for common planning, Request 2 projects per year	Department Chairs, Coaches, administration	Review of STEM lesson plan and stuident work samples	Student work samples, rubrics

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
STEM Initiative Overview	All subjects (9-12)	Professional Devlopment Team	All Teachers	October 2012	Survey of Needs for implementation	Coaches, Administration, Department Chairs
Project Based Learning Overview	All subjects (9-12)	Media Specialist, Professional Devlopment Team	All Teachers	Ongoing	Lesson plans, Student work samples	Administration, Department Chairs, Coaches
How to incorporate STEM across curriculm.	All subjects (9-12)	Professional Development Team.	All Teachers	Novemeber 2012	Lesson Plans	Coaches, Administration, Department Chairs
STEM	All Subjects (9-12)	Professional Development Team, Coaches, Learning Team Facililtator	All Subject Areas (9-12)	Ongoing	Classroom walk throughs Teachers lesson plans	Administration Coaches

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	90% of students in eligible CTE courses will pass the designated Industry certification

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	Effective use of common planning to build rigours lesson with STEM Iniative and higher complexeity questioning.	Assign teacher roles and responbilities of the lesson planning process. Develop scripted questions for higher order probing purposes. Review data and develop remediation and STEM Activities.	Administration, Coaches	Implementation of coaching cycle, data binders, lesson plans, common planning notes	Diagnostic Results, common assessement data., data tracking with Marzano Scale
2	Daily Attendance	Monitor student attendance	Teachers, Guidance Counselors, Assistant Principals, PrincipalÂ	Track attendance daily After 3 days absent, Teacher will contact parent or guardian After 5 days, refer student names to Guidance Counselors Refer student to School Based Team/RtI After 15 consecutive days absent, conduct home visit and prepare Truancy packet Recommend alternative placement for student	Contact/Conference Log, Conference 1.2. Daily Attendance Tracker, Parent Record, School Based Team Meeting Notes, Truancy Packet, Alternative Placement Meeting Notes, Attendance Records

3	Effective teacher use of technology to increase student engagementin all CTE programs	Provide professional development to teachers on how to effectively use technology for student engagement	LearningTeam Facilitator (LTF), Academic Coaches, Choice Coordinator, Department Chairpersons, Administrators	Review data from current assessments Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations.
4	Effective use of AVID binders and planners schoolwide	Provide professional development to teachers on how to effectively use binders and planners	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review data from binders checks located in portfolios. Focused classroom walkthroughs	Binder evaluation tool, Adminstrative Classrrom Walkthrough Observations
5	Effective use of AVID Quickwrites as Bellringers and Cornell Notes.	Provide professional development to teachers on how to effectively implement Quickwrites and Cornell Notes.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations, Marzano Scales.
6	Effective use of CIS planning and incorporation of AVID Philosophical chairs 1-2 times per nine weeks.	Provide professional development to teachers on how to effectively implement CIS planning and Philosophical chairs.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations
7	Effective use of AVID Weekly.	Provide professional development to teachers on how to effectively AVID Weekly.	Teachers, LearningTeam Facilitator (LTF), Coaches, Department Chairpersons, Administrators	Review student samples in LTMs Implement coaching cycle Common planning notes Focused classroom walkthroughs	1.7 Common Planning Worksheet,Assessment results, Sample Lessons, Administrative Classroom Walkthrough Observations

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
STEM						
	All Subjects (9-12)	Professional Development Team, Coaches, Learning Team Facililtator	All Subject Areas (9-12)	Ongoing	Classroom walk throughs Teachers lesson plans	Administration Coaches

Effective Implementationof the Comprehension Instructional Sequence Model (CIS)	All Subjects Areas (9-12)	Reading Coach and Learning Team Facilitator	All Subjects Areas (9-12)	Ongoing	Review of Lesson Plans Participation in Lesson Discussion activities Review of student work samples	Principal Assistant Principals Reading Coach Learning Team Facilitator

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Calculators for students in math classes to provide adequate practice and familiarity with technology	Scientific calculators	Title I	$1,000.00
Writing	Teachers will orientate students to the full writing process using GRM for PowerEd Plans and other curricular implementations.	Subscription to PowerEd for each writing teacher	Title I	$1,500.00
				Subtotal: $2,500.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide professional development specifically targeting the focus lesson; how to effectively differentiate instruction; how to develop higher order questions and activities; how to effectively implement the Comprehension Instruction Sequence Model; how to develop/implement rigorous lessons.	Funds for substitutes	Title I	$750.00
Reading	On-going professional development	Travel to conferences	Title I	$1,500.00
Reading	on-going professional development for teachers with best practices	Supplies for materials needed	Title I	$500.00
Mathematics	Provide for ongoing professional development on best practices.	Travel to conferences	Title I	$1,000.00
Mathematics	Provide PD materials for ongoing development	Supplies to supplement PD	Title I	$500.00
Mathematics	Provide professional development specifically targeting the focus lesson; how to effectively differentiate instruction; how to develop higher order questions and activities; how to effectively implement the Comprehension Instruction Sequence Model; how to develop/implement rigorous lessons.	Funds for substitutes	Title I	$750.00
	Provide professional development specifically targeting the focus lesson; how to effectively differentiate			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	instruction; how to develop higher order questions and activities; how to effectively implement the Comprehension Instruction Sequence Model; how to develop/implement rigorous lessons.	Funds for substitutes	Title I	$750.00
Science	Provide on-going PD for best practices for teachers	Supplies for materials needed for PD	Title I	$500.00
Science	Conferences for teachers to receive training on best practices	Travel to conferences for PD	Title I	$1,080.00
Writing	Teachers will participate in professional development for: Gradual Release Model. specifically targeting the Focus Lesson; how to provide descriptive feedback effectively; how to effectively differentiate instruction and the interactive use of Marzano scales.	Funds for substitutes	Title I	$750.00
U.S. History	Provide PD for teachers on how to effectively differentiate instruction; development on higher order questions and activities	Funds for substitutes	Title I	$500.00
				Subtotal: $8,580.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide after school and Saturday tutoring	Funds for tutors and paraprofessional	Title I	$44,178.00
Reading	Utilize e-readers with students to promote motivation to read independently, and support various learning styles of the students.	E-Readers	Title I	$1,500.00
Reading	Provide supplies such as chart paper, markers, display boards, etc. to supplement classroom instruction.	Classroom supplies	Title I	$1,000.00
CELLA	Provide after school and Saturday tutoring	Funds to pay tutoring teachers	Title I	$8,000.00
CELLA	Provide supplies to supplement classroom instruction	Classroom supplies	Title I	$500.00
Mathematics	Provide after school and Saturday tutoring	Funds to pay for tutors	Title I	$8,000.00
Mathematics	Provide classroom supplies such as chart paper, markers, small marker boards, paper to supplement classroom instruction.	Classroom supplies to supplement instruction	Title	$500.00
Science	Provide after school tutoring	Funds for tutors	Title I	$4,000.00
Science	Provide PD on existing technology and internet resources	Funds for substitutes	Title I	$750.00
Science	Provide lab supplies for real life experiences for students in science	Materals to supplement classroom instruction.	Title I	$1,500.00
Writing	Provide after school and Saturday tutoring	Funds for tutors	Title I	$4,000.00
Writing	Provide chart paper, markers, display boards to support	Supplies to supplement classroom instruction.	Title I	$1,000.00

	Springboard curriculum			
U.S. History	Provide supplies to supplement classroom instruction	Supplies for classroom	Title I	$500.00
Suspension	Counseling to discuss the benefits of school; participation in school-based college and job fairs;	Personnel	SLC Grant	$110,450.00
Parent Involvement	Provide parents multiple opportunities to meet with school personnel regarding their child's academic status; provide ongoing communication between teachers and parents to enhance their child's learning environment;	Client Resource Educator; Community Resource Person	Title I	$58,503.00
Parent Involvement	Provide ongoing communication between teachers and parents to enhance their child's learning environment; Provide information for parents on Title I.	Postage	Title I	$500.00
			Subtotal:	$244,881.00
			Grand Total:	$255,961.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷᖟ Priority	ȷᖟ Focus	ȷᖟ Prevent	ȷᖟ NA

Are you a reward school: ȷᖟ Yes ȷᖟ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentive Trips, Materials for Parental Involvement Seminars and Mentorship student incentives.	$2,000.00

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

Make Collaboration a Priority. Student Incentive Trip, Group Tours (walk-throughs), Monthly Report of School Data Trends, Meet Faculty and Staff, Job Shadowing Opportunity for students, Encourage Parental Involvement, and SAC Mentorship

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
GLADES CENTRAL HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	24%	61%	78%	23%	186	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	41%	65%			106	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)	67% (YES)			111	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					413	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
GLADES CENTRAL HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	21%	63%	89%	21%	194	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	36%	71%			107	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?	39% (NO)	67% (YES)			106	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					407	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested