

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: WAKULLA HIGH SCHOOL

District Name: Wakulla

Principal: Michael Crouch

SAC Chair: Shari Evans

Superintendent: David Miller

Date of School Board Approval: November 19, 2012

Last Modified on: 11/7/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Michael Crouch	BA Music/Masters Educational Leadership	6	11	06/07 school grade "C" 07/08 school grade was an "A". 08/09 school grade was a "C" AYP was not achieved in any year. 09/10 school grade was a "B". 10/11 school grade was a B. 11/12 School grade is not available.
Assis Principal	Sunny Chancy	BA Interdisciplinary Studies/Biology 6-12/Masters Educational Leadership	13	4	08/09 school grade was a "C" AYP was not achieved in any year. 09/10 school grade was a "B". 10/11 school grade was a B. 11/12 school grade is not available.
Assis Principal	Simeon Nelson	BA Criminal Justice/Sociology 6-12/Masters Educational Leadership	18	3	09/10 school grade was a "B". 10/11 school grade was a B. 11/12 school grade is not available.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lori Sandgren	Masters/English and Reading Endorsement	4	1	07/08 school grade was an "A". 08/09 school grade was a "C" AYP was not achieved in any year. 09/10 school grade was a "B". 10/11 school grade was a B. 11/12 school grade is not available.

## 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	Mentoring Program	Karen Wells	On-going	
2	Advertising Program	Karen Wells	On-going	
3	New Teacher Survival Training	Karen Wells	July 2012	
4	Leadership Program	Karen Wells	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
5 - Ratings not available at this time	All are working toward certification at this time.

## 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
64	7.8%(5)	14.1%(9)	71.9%(46)	14.1%(9)	31.3%(20)	90.6%(58)	9.4%(6)	6.3%(4)	23.4%(15)

## 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
Melanie Homan	Susan Bistrican	New Teacher	New teacher training; ongoing assistance; regular meetings

Haley High	Sara Lovstrand	New Teacher	New teacher training; ongoing assistance; regular meetings
Susan Johnson	Freebeau Swindle	New Teacher	New teacher training; ongoing assistance; regular meetings
Grady Guess	Farrah Donaldson	New Teacher	New teacher training; ongoing assistance; regular meetings
Suzanne Fielder	Briana Fordham	New Teacher	New teacher training; ongoing assistance; regular meetings

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Bonny Salib; Sharon Simmons; Kristi Phillips; Lori Sandgren; Ruthann Adams, Tracey Dempsey and Sunny Chancy.

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?

RtI Leadership team meets upon teacher request to evaluate student performance. Before the RtI team can be convened, a parent/teacher conference must be conducted to identify areas of need with the student. The RtI team will establish interventions to be followed in the classroom, with progress monitoring and data collection occurring, every 9 weeks. Schools meet at least twice a year to discuss RtI process and student transition.

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

The RtI Leadership team is invited to participate in all School Advisory Council meetings which throughout the school year work on suggestions and improvements to the School Improvement Plan. The RtI problem solving process affects the School Improvement Plan by targeting strategies needed to help student success.

### 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.

Student data is gained through Performance Matters and the FOCUS system. Teachers have access to all of their students' current year and prior year data. Once progress monitoring begins, data will be collected and analyzed on an individual student basis to monitor progress. FAIR data and literacy data is also included in identifying the tier in which the students are going to be categorized.

Describe the plan to train staff on MTSS.

Phase I is an introduction to RtI. All teachers attended a workshop on an overview of RtI. Phase II is teachers completed a series of 4 online modules pertaining to RtI data collection and student monitoring. Phase III is the creation of the RtI school based plan and school based team. Phase IV is implementation of the plan. Phases I-III were completed in the 2010/2011 and 2011/2012 school year; however additional training and monitoring is required and will be continued throughout the 2012/13 school year.

Describe the plan to support MTSS.

Teachers are trained on Tier I strategies to implement in the classroom. After a period of time, teachers will bring students exhibiting difficulty to the RtI team and a decision will be made to progress monitor specific goals for these students. Follow-up meetings will be conducted in order to determine the success of the strategies and modify as needed.

Literacy Leadership Team (LLT)

## School-Based Literacy Leadership Team

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

The Literacy Leadership Team is made up of:  
Lori Sandgren - Reading Coach  
Michael Crouch - Principal  
One teacher from each department  
All Reading teachers

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

The team meets on the first Wednesday of every month to discuss reading strategies; book talks; and the summer reading program.

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

Lesson study and strategies to improve student reading, along with substantially expanding the summer reading program.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Based on Continuing Improvement Model strategies, a FOCUS lesson calendar was created and distributed school-wide. This describes weekly reading strategy and vocabulary to be taught in every classroom. In addition, Progress Monitoring occurs for every student in every class.

### \*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?

Wakulla High School has the NJROTC, a Medical Academy, an Engineering Academy, the STEM program which is the Gifted/Talented program through PAEC, an AVID program, Advanced Placement program, and dual enrollment. These programs allow students to enroll in courses that will earn them articulated credit and provide meaningful experience for post secondary work.

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?

Wakulla High School has three guidance counselors, completes individual scheduling with every student, schedules individual college visits, as well as a college and career fair, and counseling throughout the year.

## 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](#)

The strategies implemented at Wakulla High School are: the AVID program, Advanced Placement classes, PSAT testing, dual enrollment with local colleges and ACT/SAT prep. In addition, guidance counselors will be in classrooms throughout the year for college preparation. Content Area Reading professional development was done to train teachers in reading skills with complex college level text.

## 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:	33% of 9th and 10th grade students will read at or above grade level
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (168) of 9th and 10th grade students achieved proficiency in reading	33% of 9th and 10th grade students will read at or above grade level

#### 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	Text Comprehension	Close and Careful Reading strategies and other critical reading strategies implemented in content areas	Teacher	Progress Monitoring	Standardized Assessment
2	Technology Access	Obtain more hardware and educational software access	School/District	Documentation of increased student use of technology resulting in achievement	Standardized assessments
3	Teacher Training	Professional Development	Michael Crouch	Student Achievement	Standardized Assessment
4	Student attendance	Continue use of telephone system to inform parents of student absences	Michael Crouch	Increased attendance	Attendance reports
5	Student Grades	Continue to give students credit for make-up work for unexcused absences	Michael Crouch	Alleviate "0" grades for unexcused absences	Grades/Attendance

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:	60% of all grade level students will score at levels 4, 5 and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% ( 7 ) of all grade level students scored Levels 4, 5 & 6 in reading.	60% of all grade level students will score at Levels 4, 5 & 6 in reading.

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

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the unique individualized needs of each student with a disability seeking a special diploma.	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment
2	Technology Access	Obtain more hardware and educational software access	Michael Crouch	Documentation of increased student use of technology resulting in achievement	Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	37% of 9th and 10th graders will achieve above proficiency in reading (Levels 4 & 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (193) of 9th and 10th graders achieved above proficiency in reading	37% of 9th and 10th graders will achieve above proficiency in reading (Levels 4 & 5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher level thinking	Implementation of AVID strategies, i.e. Costa's levels of questioning	Michael Crouch	Teacher evaluations	Assessments
2	Text Comprehension	Close and careful reading	Teacher	Progress Monitoring	Assessments
3	Technology Access	Obtain additional technology	Michael Crouch	Student feedback	Student progress

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:	44% of students will score at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5) of students scored at or above Achievement Level 7 in reading.	44% of students will score at or above Achievement Level 7 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	Technology Access	Obtain more hardware and educational software access	Michael Crouch	Documentation of student use of technology resulting in achievement	Alternative Assessment



2	Meeting the unique individualized needs of each student with a disability seeking a special diploma.	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	67% of 9th and 10th grade students will achieve learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of 9th and 10th grade students made learning gains in reading.	67% of 9th and 10th grade students will achieve 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
1	Text Comprehension/ student reading at grade level	Read 180 program, Intensive Reading courses, and English/Reading in the Content Area classes	Michael Crouch	Progress Monitoring	FCAT Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available.	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the unique individualized needs of each student seeking a special diploma	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment
2	Technology Access	Obtain more hardware and educational software access	Michael Crouch	Documentation of increased student use of technology resulting in achievement	Alternative Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	61% of students in the lowest 25% will make learning gains in
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Reading Goal #4:	reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of students in the lowest 25% made learning gains in reading.	61% of students in the lowest 25% 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
1	Text Comprehension/Reading at grade level	Read 180 program, Intensive Reading courses and English/Reading in the Content Area classes	Teacher	Progress Monitoring	FCAT Reading Assessment

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 six years the school will reduce their achievement gap by 50%, using the goals in the following columns.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	66% of White students; 46% of Black students; 62% of Hispanic students; N/A Asian students and N/A American Indian students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of white students; 40% of Black students; 56% of Hispanic students; N/A Asian students and N/A American Indian students made satisfactory progress in reading.	66% of White students; 46% of Black students; 62% of Hispanic students; N/A Asian students and N/A American Indian students will make satisfactory progress 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	Bridging the achievement gap between white and minority students	AVID student selection that takes ethnicity into consideration giving students extra tutorial help	AVID Site Team	Increased percentage of minority students taking and succeeding in advanced classes.	Course grades and FCAT assessment and EOCs
2	Students reading on grade level	Mentoring by teachers	Michael Crouch	Evaluation	Individual Professional Development Plan

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A - no data available.		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Provide additional language materials and strategies to ELL students to overcome language barrier.	Teacher	Progress Monitoring	Student Grades

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		44% of Students with Disabilities will make satisfactory progress in reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% of Students with Disabilities made satisfactory progress in reading.		44% of Students with Disabilities will make satisfactory progress 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	Meeting the unique individualized needs of students with disabilities	Correctly executing the accommodations and modifications on the students' IEPs.	Teacher	Progress Monitoring	Student achievement on Standardized Assessments
2	Having the correct accommodations and modifications on student IEP	Yearly IEP meetings to evaluate progress of student.	Michael Crouch	Progress Monitoring	FCAT scores

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:		57% of Economically Disadvantaged students will make satisfactory progress in reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
51% of Economically disadvantaged students made satisfactory progress in reading.		57% of Economically Disadvantaged students will make satisfactory progress 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	Insufficient resources available to students outside of school	Free afterschool tutoring; participation in AVID program	Teacher	Progress Monitoring	Increased student achievement on standardized assessments
2	Attendance	Telephone calls to parents when students are absent.	Michael Crouch	Attendance Reports	Overall improvement in attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits of Writing	9-12	Beth Mims	English Teachers	Fall 2012	Wakulla Writes	Michael Crouch
Florida Writes Range Finding	9-12	State of Florida	English Teacher - Melinda House	Fall 2012	Florida DOE	Florida DOE
ESOL Certification	9-12	On-line Module	All teachers without certification	On-going	On-line	Michael Crouch
Data Day	9-12	Michael Crouch	School-wide	Fall 2012	Rtl documentation	Michael Crouch
AVID Training	9-12	College Board	Cross curricular team	Summer 2012	School-wide implementation	Michael Crouch
Holocaust Training	9-12	Beth Mims	Social Science Teachers	Fall 2012	Lesson on Holocaust	Michael Crouch
PATH Training	9-12	College Board	Cross curricular team/guidance counselors	Fall 2012	School-wide implementation	Michael Crouch
CET Training	9-12	Beth Mims	School-wide	Fall 2012	Teacher Work	Michael Crouch

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Improvement	Consumable Workbooks	Textbook Funds	\$500.00
AVID Strategies	AVID	District/grant	\$0.00
PATH Training	AVID	District/school	\$0.00
AP Summer Institute	AP Teacher Training	District/school	\$0.00
Math Consultant	Teacher Training	District Office	\$0.00
Computer Based Student Access	Computers	School	\$2,000.00
			Subtotal: \$2,500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Improvement/Motivation	Computers	District	\$0.00
Student Improvement	Study Island	School	\$2,500.00
			Subtotal: \$2,500.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Holocaust Training	Classes covered	School	\$400.00
			Subtotal: \$400.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,400.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		100% of ELL students will score proficient in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
No data available.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Language Strategies	Teacher	Progress Monitoring	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:		100% of ELL students will score proficient in reading.			
2012 Current Percent of Students Proficient in reading:					
No data available.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Language	Reading and Language Strategies	Teacher	Progress Monitoring	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

100% of ELL students will score proficient in writing.

2012 Current Percent of Students Proficient in writing:

No data available.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Language and Writing strategies	Teacher	Progress Monitoring	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	44% of students will score at Levels 4, 5 & 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5) students scored at Levels 4,5,& 6 in mathematics.	44% of students will score at Levels 4, 5 & 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	Meeting the unique individualized needs of each student with a disability seeking a special diploma.	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	52% of students will score at or above Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6) of students scored at or above Level 7 in mathematics.	52% of students will score at or above 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	Meeting the unique individualized needs of students with disabilities seeking a special diploma	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment

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

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

No Data Available.			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the unique individualized needs of students with disabilities seeking a special diploma.	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment

## High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # In six years the school will reduce their achievement gap by 50% by attaining the goals in the following columns. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	55	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	74% of White students; 48% of Black students; N/A Hispanic students; N/A Asian students and N/A American Indian students will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% of White students; 42% of Black students; N/A Hispanic students; N/A Asian students; N/A American Indian students made satisfactory progress in Algebra.	74% of White students; 48% of Black students; N/A Hispanic students; N/A Asian students and N/A American Indian students will make satisfactory progress 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	Bridging the achievement gap between white and minority students	AVID student selection that takes ethnicity into consideration giving students extra tutorial help	AVID Site Team	Increased percentage of minority students taking and succeeding in advanced classes.	Course grades and FCAT assessment and EOCs

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	
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satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Provide additional language materials and strategies to ELL students to overcome language barrier.	Teacher	Progress Monitoring	Student Grades

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	50% of students with disabilities will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% of students with disabilities made satisfactory progress in Algebra.	50% of students with disabilities will make satisfactory progress 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	Meeting the unique individualized needs of students with disabilities	Correctly executing the accommodations and modifications on the students' IEPs.	Teacher	Progress Monitoring	Student achievement on Standardized Assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	49% of economically disadvantaged students will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of economically disadvantaged students made satisfactory progress in Algebra.	49% of economically disadvantaged students will make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Insufficient resources available to students outside of school	Free afterschool tutoring; participation in AVID program	Teacher	Progress Monitoring	Increased student achievement on standardized assessments

End of High School Mathematics Goals

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

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	44% of students will score at Achievement Level 3 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (71) of students scored at Achievement Level 3 in Algebra.	44% of students will score at Achievement 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	Technology Access	Obtain more hardware and educational software access	School/District	Documentation of increased student use of technology resulting in achievement	Standardized assessments
2	Teacher Training	Professional Development	Michael Crouch	Student Achievement	Standardized Assessment
3	Gaps in students understanding of the basics of Algebra	Afterschool tutoring; summer school class	Teacher	Progress Monitoring	Student achievement

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:	14% of students will score at or above Achievement Level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (15) of students scored at or above Achievement Level 4 in Algebra.	14% of students will score at or above Achievement 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	Technology Access	Obtain additional technology	Michael Crouch	Student feedback	Student progress
	Gaps in student	Afterschool tutoring	Teacher	Progress Monitoring	Student

2	understanding of the basics of Algebra			achievement
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End of Algebra EOC Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	42% of students will score at Achievement Level 3 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (81) students scored in Percentage Level 1; 37% (121) students scored in Percentage Level 2; and 38% (123) students scored in Percentage Level 3.	42% of students will score at Achievement 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	Technology Access	Obtain more hardware and educational software access	School/District	Documentation of increased student use of technology resulting in achievement	Standardized assessments
2	Teacher Training	Professional Development	Michael Crouch	Student Achievement	Standardized Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	44% of students will score at or above Achievement Level 4 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (81) students scored in Percentage Level 1; 37% (121) students scored in Percentage Level 2; and 38% (123) students scored in Percentage Level 3.	44% of students will score at or above Achievement Level 4 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	Technology Access	Obtain additional technology	Michael Crouch	Student feedback	Student progress

End of Geometry EOC Goals

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra 1/ Geometry Curriculum Review	9-12	Sunny Chancy	Math Teachers	Summer 2012	Monthly Meetings	Michael Crouch
Data Day	9-12	Michael Crouch	School-wide	Fall 2012	RtI documentation	Michael Crouch
AP Summer Institute	9-12	College Board	Math Teacher	Summer 2012	AP Enrollment	Michael Crouch
Lesson Study	9-12	Beth Mims	Math & Science Teachers	Fall 2012	Implementation	Michael Crouch
Math Consultant	9-12	District Office	Math Teachers	Fall 2012	Observation	Michael Crouch

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Algebra 1 curriculum Review	Math textbooks and course descriptions	School	\$500.00
Geometry curriculum review	EOC test specifications	School	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AP Institute	Florida Partnership	College Board	\$1,000.00
Math Consultant	District Office	Title II	\$0.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1:

50% of students will score at Levels 4, 5 and 6 in science.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (3) scored at Level 4, 5 and 6 in science.		50% of students will score at Levels 4, 5 and 6 in science.			
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	Meeting the unique individualized needs of each student with a disability seeking a special diploma.	As determined by IEP	Teacher	Progress Monitoring	Alternative Assessment
2	Technology Access	Obtain more hardware and educational software access	Michael Crouch	Documentation of student use of technology resulting in achievement	Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		50% of students will score at or above Level 7 in Science.			
Science Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0) students scored at or above Level 7 in science.		50% of students will score at or above Level 7 in Science.			
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	Meeting the unique individualized needs of each student with a disability seeking a special diploma.	As determined by IEP	Teacher	"Progress Monitoring	Alternative Assessment
2	Technology Access	Obtain more hardware and educational software access	Michael Crouch	Documentation of student use of technology resulting in achievement	Alternative Assessment

## 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.	35% of students will score at Achievement Level 3 in Biology.
Biology Goal #1:	

2012 Current Level of Performance:		2013 Expected Level of Performance:			
21% (62) students scored in Percentage Level 1; 35% (104) students scored in Percentage Level 2; and 44% (131) students scored in Percentage Level 3.		35% of students will score at Achievement Level 3 in Biology.			
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	Amount of student access to hands on materials pertaining to what is required for testing.	Incorporate as much critical thinking and abstract thoughts into EOC test specifications as possible.	Michael Crouch	Progress Monitoring	Standardized Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:			20% of students will score at or above Achievement Level 4 in Biology.		
2012 Current Level of Performance:		2013 Expected Level of Performance:			
21% (62) students scored in Percentage Level 1; 35% (104) students scored in Percentage Level 2; and 44% (131) students scored in Percentage Level 3.		20% of students will score at or above Achievement Level 4 in Biology.			
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	Amount of student access to hands on materials pertaining to what is required for testing.	Incorporate as much critical thinking and abstract thoughts into EOC test specifications as possible.	Michael Crouch	Progress Monitoring	Standardized Assessment
2	Teacher Training	Professional Development	Michael Crouch	Student Achievement	Standardized Assessment
3	Technology Access	Obtain more hardware and educational software access	School/District	Documentation of increased student use of technology resulting in achievement.	Standardized Assessment
4	Text Comprehension	Close and Careful Reading strategies and other critical reading strategies implemented in content areas	Teacher	Progress Monitoring	Standardized Assessment

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
Data Day	9-12	Michael Crouch	School-wide	Fall 2012	AVID Strategies; RtI documentation	Michael Crouch
FSU Mag Lab	9-12	FSU	Science Teacher	Summer 2012	Implementation of classroom strategies	Michael Crouch

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Success	Student manipulatives	School	\$400.00
Student Success	Renewed License	Textbook Account	\$2,000.00
			Subtotal: \$2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student Success	Computers	School	\$500.00
Student Success	Document Cameras	School	\$100.00
			Subtotal: \$600.00
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: \$3,000.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Wakulla High School 10th grade students will continue to perform at a level that puts them within the top 5% scoring schools in the state of Florida.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (246) of 10th grade students scored at Achievement Level 3 and higher in writing.	Wakulla High School 10th grade students will continue to perform at a level that puts them within the top 5% scoring schools in the state of Florida.
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	Writing levels	Wakulla Writes essay practice five times a year	Michael Crouch	Teacher scoring of essays according to state rubric	Florida Writes writing scores
2	Increased rigor regarding essay conventions	Teacher instruction and specification of convention reviewed for each Wakulla Writes	Michael Crouch	Wakulla Writes scores	Florida Writes writing scores

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:	94% of students will score at 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (7) of students scored at 4 or higher in writing.	94% of students will score at 4 or higher 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
1	Students cannot write a complete sentence.	Teaching students the fundamentals of syntax.	Teacher	Progress Monitoring	Alternate Assessment

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
Data Day	9-12	Michael Crouch	School-Wide	Fall 2012	Cornell Note Strategies; RtI documentation	Michael Crouch
Six Traits of Writing	9-10 English	Beth Mims	English Teachers	On-going	Wakulla Writes Scores	Beth O'Donnell
Holistic Scoring Training	9-10 English	Beth Mims	English Teachers	On-going	Wakulla Writes Scores	Beth O'Donnell
Florida Writes Range Finding	10th	Beth Mims	English Teacher Melinda House	Fall 2012	Wakulla Writes Scores	FLDOE

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Six Traits of Writing	Lecture/Notebook	District	\$0.00
Holistic Scoring	State rubric; range set of essays	District	\$0.00
Writing Coordinator	State rubric; essay prompts	District	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$0.00</b>			

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:		30% of students will score at Achievement Level 3 in U.S. History.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No Data Available.		30% of students will score at Achievement Level 3 in U.S. History.			
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	Text Comprehension	Close and Careful Reading strategies and other critical reading strategies implemented in content areas	Teacher	Progress Monitoring	Standardized Assessment
2	Technology Access	Obtain more hardware and educational software access	School/District	Documentation of increased student use of technology resulting in achievement	Standardized assessments
3	Teacher Training	Professional Development	Michael Crouch	Student Achievement	Standardized Assessment
4	Student comfort level with on-line format of the EOC exam	Student practice with text material in a computerized version	Michael Crouch	Student feedback	Standardized Assessment

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

in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	20% of students will score at or above Achievement Level 4 in U.S. History.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available.	20% of students will score at or above Achievement Level 4 in U.S. History.

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	Many upper level students will be enrolled in AP or dual enrollment courses and therefore will not have scores in the U.S. History EOC.	Incorporate research based strategies for students enrolled in U.S. History and U.S. History honors courses	Michael Crouch	Progress Monitoring	Standardized Assessment

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
Test specification evaluation across regular and honors courses to include Second Chance	11th grade	Executive Director of Curriculum	Teachers	On-going	Teacher binder	Michael Crouch
Test item leveled questions based on specifications to be used in facilitating a common first semester exam.	11th grade	Executive Director of Curriculum	Teachers	On-going	Creation of first semester U.S History regular and U.S. History honors exam	Michael Crouch
Pacing guide to be created for U.S. History regular and honors, to include Second Chance. Targeting SSS Benchmarks specific to EOC assessment.	11th grade	Executive Director of Curriculum	Teachers	On-going	Lesson Plans/Pacing Guide	Michael Crouch

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
DOE released U.S. History test specifications review	School resources such as creation of binders and marked text along with teacher copies of workbooks	School/District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student time in computer lab for exposure to on-line text	Computer hardware and software aligned with new implementation of textbooks	School	\$120,000.00
			Subtotal: \$120,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Help train teachers on needed requirement for student success in U.S. History regular and honors	District and school facilities and trainers	District/School	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data Available	No Data Available	No Data Available	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$120,000.00</b>

End of U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal #1:	To increase attendance by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90% (1,074) students	91% or better
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
113 students had 10 or more absences	100 or fewer students will have 10 or more absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
No students received 10 or more official tardies (Tardies are at the teacher's discretion)	Maintain current level

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	Award 1 point on final grade for no absences or tardies during the 9 weeks	Each teacher	Attendance rates from Suzanne Leigh	Attendance records
2	Student attendance	Telephone calls to parents regarding absence	Michael Crouch	Attendance report	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
Training on FOCUS for student reason for absence	School-wide	Michael Crouch	Teachers/Administrators	Fall 2012	Implementation of System	Michael Crouch

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
Telephone System	Current Year subscription	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FOCUS system	Computer attendance system	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of 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:	Total number of in-school suspensions will be 185 or fewer, involving 125 or fewer students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Total number of in-school suspensions was 215.	185 or fewer in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Total number of students suspended was 148.	125 or fewer students will receive in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Total number of out-of-school suspensions was 58.	45 or fewer out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Total number of out-of-school suspensions was 47.	35 or fewer students will receive out-of-school suspension.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Mentoring program	Individual teachers	Professional development	Individual Professional Development Plan
2	Student Motivation	Mentoring Program	Michael Crouch	Professional Development	Individual Professional Development Plan

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
Classroom management	9-12	Michael Crouch	School-wide	on-going	Reviewing referrals/suspensions at the end of the year	Michael Crouch
Formation of						

Individual Professional Development Plan	9-12	Michael Crouch	School-wide	Fall 2012	End of the year monitoring	Michael Crouch
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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
Review of IPDP requirements	Lecture/meeting	No Data	\$0.00
Teacher observation of well managed classrooms	Teacher planning period	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	To be over the state percentage regarding graduation rate
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Data Not Available; 1.5% in 2011	1.0% or fewer expected to dropout in 2013
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
2012 Data not available; 81.1% in 2011	To be over the state percentage regarding graduation rate
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 drop out due to lack of assistance in school planning.	Guidance Counselors will be visiting classrooms to discuss academic planning and well as future planning; also the AVID program to encourage students to continue their education.	Guidance Counselors	Student progress	Grades and graduation rate
2	Student grades	Increase parental contact	Michael Crouch	Graduation rate	State reporting
3	Relevance of curriculum to students	Medical Academy, AVID, NJROTC, and Engineering Academy	Michael Crouch	Graduation rate	Program success

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
Calls to Parents of Failing Students	9-12 All Subject	Michael Crouch	All Teachers	At the time of Progress Reports	Rtl	Sunny Chancy

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

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Hold five Parent Nights per year and use parent sign in sheets.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Parental volunteer hours were not able to be calculated - 5,860 volunteer hours logged, but no distinction between parents and others. However, the Volunteer coordinator states that the majority of the hours were logged by parents.		Obtain at least 400 parent signatures during Parent Nights held during the school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Advertising	Personal contact between administration and parents through setting up the parent portal for students.	Michael Crouch	Sign in sheets from Parent Nights	Parent Sign in 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
Parent Contact - telephone procedures	9-12	Michael Crouch	School-wide	On-going	RtI documentation	Michael Crouch
Through the Medical and Engineering Academies (both Professional Learning Communities which involve teachers), are involved in subject specific learning	9-12	Michael Crouch	School-wide	On-going	Parent Nights with exhibits of student work samples	Michael Crouch



activities.

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Link	Newsletter	School/SAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Telephone automatic response system	Telephone system	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Intense training on engineering curriculum	Grant	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of 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:			Implement a new STEM academy school-wide.		
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	Limited to number of sections available for instructor to teach.	Work towards more training in STEM through Professional Development activities.	Michael Crouch	Student success in the program as demonstrated by re-enrollment and student interest in the program.	Student applications

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
Teacher and Guidance Counselor Training	9-12	PAEC	Teacher and Guidance Counselor	On-going	Student involvement	Michael Crouch
Intense training for lead instructor of Engineering Academy	9-10	Project Lead the Way	Teacher	Fall 2012	Student involvement	Michael Crouch
AP Computer Science implementation	9-12	College Board	Teacher	On-going	Completion certificate	Michael Crouch
AP Chemistry training	9-12	College Board	Teacher	On-going	Completion certificate	Michael Crouch

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Engineering Academy	Grant	District	\$0.00
Implementation of AP Computer Science course	District	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New computer lab ordered for student access to on-line resources	Hardware and software in addition to increased bandwidth for student access	District	\$0.00
New SmartBoards for Engineering Academy	Hardware and software	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on SmartBoard	Specialist spending time at school site to help implement and monitor equipment and teach use	District	\$0.00
Week long trainings for curriculum in Engineering and AP Computer Science	Teachers introduced to new and unique methodologies for student instruction and continued student immersion in STEM	District	\$0.00
One day workshops in AP STEM courses for teachers responsible for STEM course work	Teachers spend time networking and collaborating on new strategies for student engagement in STEM curriculum	College Board	\$1,000.00
One day workshops in AP STEM courses for teachers responsible for STEM course work	Teachers spend time networking and collaborating on new strategies for student engagement in STEM curriculum	College Board	\$1,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,000.00</b>

## 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:		Implementation of a new CTE program with the result of more student involvement in CTE experience.			
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	Higher level thinking for students not engaged in unorthodox styles of learning.	More teacher training to enhance comfort level of students.	Michael Crouch	More student interest in program and student movement through each phase of program.	Student work samples

## 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
AP Computer Science	9-12	College Board Partnership	Mollie Robinson	1 week during summer 2012	Student enrollment and interest	Michael Crouch
Engineering Academy	9-12	District	1 Teacher	2 weeks during summer 2012	Student enrollment and interest	Michael Crouch
All areas - early release days	9-12	District	All teachers	2 early release days during school year	Administrator required report	Michael Crouch

## 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
Reading	Student Improvement	Consumable Workbooks	Textbook Funds	\$500.00
Reading	AVID Strategies	AVID	District/grant	\$0.00
Reading	PATH Training	AVID	District/school	\$0.00
Reading	AP Summer Institute	AP Teacher Training	District/school	\$0.00
Reading	Math Consultant	Teacher Training	District Office	\$0.00
Reading	Computer Based Student Access	Computers	School	\$2,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Algebra 1 curriculum Review	Math textbooks and course descriptions	School	\$500.00
Mathematics	Geometry curriculum review	EOC test specifications	School	\$500.00
Science	Student Success	Student manipulatives	School	\$400.00
Science	Student Success	Renewed License	Textbook Account	\$2,000.00
Writing	No Data	No Data	No Data	\$0.00
U.S. History	DOE released U.S. History test specifications review	School resources such as creation of binders and marked text along with teacher copies of workbooks	School/District	\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No data	No data	No data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	Parent Link	Newsletter	School/SAC	\$2,000.00
STEM	Implementation of Engineering Academy	Grant	District	\$0.00
STEM	Implementation of AP Computer Science course	District	District	\$0.00
CTE	No Data	No Data	No Data	\$0.00
				Subtotal: \$7,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improvement/Motivation	Computers	District	\$0.00
Reading	Student Improvement	Study Island	School	\$2,500.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	Student Success	Computers	School	\$500.00
Science	Student Success	Document Cameras	School	\$100.00
Writing	No Data	No Data	No Data	\$0.00
U.S. History	Student time in computer lab for exposure to on-line text	Computer hardware and software aligned with new implementation of textbooks	School	\$120,000.00
Attendance	Telephone System	Current Year subscription	District	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	Telephone automatic response system	Telephone system	District	\$0.00
STEM	New computer lab ordered for student access to on-line resources	Hardware and software in addition to increased bandwidth for student access	District	\$0.00
STEM	New SmartBoards for Engineering Academy	Hardware and software	District	\$0.00
CTE	No Data	No Data	No Data	\$0.00

Subtotal: \$123,100.00

**Professional Development**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Holocaust Training	Classes covered	School	\$400.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	AP Institute	Florida Partnership	College Board	\$1,000.00
Mathematics	Math Consultant	District Office	Title II	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	Six Traits of Writing	Lecture/Notebook	District	\$0.00
Writing	Holistic Scoring	State rubric; range set of essays	District	\$0.00
Writing	Writing Coordinator	State rubric; essay prompts	District	\$0.00
U.S. History	Help train teachers on needed requirement for student success in U.S. History regular and honors	District and school facilities and trainers	District/School	\$0.00
Attendance	FOCUS system	Computer attendance system	District	\$0.00
Suspension	Review of IPDP requirements	Lecture/meeting	No Data	\$0.00
Suspension	Teacher observation of well managed classrooms	Teacher planning period	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	Intense training on engineering curriculum	Grant	District	\$0.00
STEM	Training on SmartBoard	Specialist spending time at school site to help implement and monitor equipment and teach use	District	\$0.00
STEM	Week long trainings for curriculum in Engineering and AP Computer Science	Teachers introduced to new and unique methodologies for student instruction and continued student immersion in STEM	District	\$0.00
STEM	One day workshops in AP STEM courses for teachers responsible for STEM course work	Teachers spend time networking and collaborating on new strategies for student engagement in STEM curriculum	College Board	\$1,000.00
STEM	One day workshops in AP STEM courses for teachers responsible for STEM course work	Teachers spend time networking and collaborating on new strategies for student engagement in STEM curriculum	College Board	\$1,000.00
CTE	No Data	No Data	No Data	\$0.00

Subtotal: \$3,400.00

**Other**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
U.S. History	No Data Available	No Data Available	No Data Available	\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/31/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Teacher/classroom/department needs if funds are available	\$2,000.00
Student Curriculum Guides	\$1,100.00
Parent Link Postage	\$1,000.00

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

The School Advisory Council will review this year's school academic goals, as well as the school's Mission Statement. In addition, SAC will make proposals for disbursement of A+ money, provided WHS is awarded these funds. SAC will also make recommendations for the School Climate Survey and will review results of same once the survey has been completed. The spending of any funds in the SAC account will be determined by the Council, and will include support of the Parent Link Newsletter postage and student curriculum guides for scheduling.



# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Wakulla School District WAKULLA HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	85%	76%	51%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	75%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	65% (YES)			116	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					515	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Wakulla School District WAKULLA HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	82%	77%	54%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	77%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	68% (YES)			118	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					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested