FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JEAN RIBAULT HIGH SCHOOL

District Name: Duval

Principal: Edward Robinson

SAC Chair: Mr. Karl Smith

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval: November 1, 2011

Last Modified on: 10/23/2012

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)
Assis Principal	Ms. Sabrina Hamilton	Bachelors of Science and Masters in Education	10	10	Employed with Duval County Schools for 17years, Ms Hamilton taught 5 years at Kings Trail Elementary serving students with learning disabilities. She is in her 10th year as an Administrator at Jean Ribault High School. Her responsibilities include overseeing the Academy of Leadership and Military Sciences, Science Department, Exceptional Education Programs, testing, and attendance.
Assis Principal	Ms. Michele Green	Bachelors and Masters in Education	2	10	Employed with Duval County Schools for 22 years, Ms. Green taught social studies for over 10 years at the high school level. She is in her 9th year in administration. Six years were at the district level and three were at the school level. Her responsibilities include overseeing the Early College Program, IB, Social Studies Department, Guidance Department, curriculum (including master schedule), FTE, teacher certifications, and testing.
		Bachelor of			Mr. Stafford is responsible for Facilities Management, Maintenance, and Security of

Assis Principal	Mr. John Stafford	Science and Masters in Education	35	37	the building. He also maintains the building utilization reports, Foundations team leadership, student discipline, and transportation management.
Assis Principal	Mr. Dwayne Thomas	Bachelor of Business Administration, University of North Florida, and MBA from Webster University	2	2	Mr. Thomas served as a classroom teacher at Englewood High School for three years and Paxon Middle as two years as a Reading teacher and School Technology Coordinator. Mr. Thomas accepted the Assistant Principal position in July 2009 at Mandarin Middle and transferred to Ribault High School in January 2010.
Principal	Edward Robinson	B.S. Education Florida A&M University; Master of Educational Leadership, University of North Florida	1	12	2010 – 2011 – Jean Ribault Middle Grade: C; Reading Mastery: 36%; Learning Gains: 57%; Lowest 74%; Math Master: 41%; Learning Gains: 62%; Lowest 70% - School did not make AYP. 2009-2010- Saint Clair Evans Academy - Grade: C; Reading Mastery: 49%; Learning Gains: 46%; Lowest 25%: :53%; Math Master: 55%; Learning Gains: 64%; Lowest 25%: 74; School did not AYP. 2008-2009- Saint Clair Evans Academy- Grade D; Reading Mastery; 55%; Learning Gains: 51% Lowest 25%: 59%; Math Mastery: 40%; Learning Gains: 56%; Lowest 25%: 71%
Principal	Dr. Tracolya Green	Bachelors, Masters, Specialist and Doctorate in Education	1	1	Dr. Green has been with Duval County Schools for 1 year. She worked as an instructional specialist for FLDOE for 1 year. Prior to that she was a Performance Coach in Bibb County Schools for 2 years. She taught secondary Math and Science for 3 years. She serves as Assistant Principal of Early College and Finance Academy, IB, and AVID, college readiness, and MINT.

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)
Instructional Coach	Youmone Berrien	Bachelor Degree in English Masters Degree in Educational Leadership	1	1	Mrs. Berrien has entered her 7th year of teaching, five of which were in turnaround schools. She was Duval County's 2011 Teacher of the Year. She holds a certification in English 6-12 and has taught all Secondary levels of ELA-- including Advanced Placement, Honors, Standard and FCAT Retake. She has maintained reading gains of 80% and higher for the past 3 years.
Math Coach	Diane Hollack	Bachelors and Masters	3	2	Mrs. Hollack has served as a model mathematics teacher for 33 years, with 10 years served in Duval County and 3 years at Ribault Senior High School. Mrs. Hollack has consistently fostered 96 – 100% of students passing the FCAT and 75 – 80% of students making gains. Current Teacher of the Year for Ribault High School (2012-13).
Science Coach	Ebony Thompson	Bachelors Degree in Medical Laboratory Technology	7	3	Facilitated raising the level of proficiency in science by 13%. Supported the develop of the District Science Focus Lessons now used by all DCPS high school, as well as writing the Biology curriculum for 2008-2009. Aided in the development and implementation of the Instructional Focus Lessons in all eleventh grade science classrooms.
		Bachelor Degree, Masters Degree,			Phyllis L. Mattox has been employed with DCPS since 2004. She worked as a Social Studies teacher at Terry Parker High during the 2004-2005 school year. She also worked as Reading teacher and Support Facilitator at JEB Stuart Middle Schools. While at JEB Stuart the school grade was "C". Mrs. Mattox served as Reading Coach

| Reading Coach | Phyllis Maddox | Certification: ESE K-12; Education Leadership; Reading Endorsement | 1 | 5 | at Northshore K-8 (school grade of "F") and Instructional Coach at Oceanway Elementary (school grade of "A"). From 2009-2012, she served as a District Literacy Specialist for 2.5 years. During that time she worked with the districts middle school Intensive Reading department under Academic Services. She currently serves as the School Reading Coach at Ribault High School. |
| Reading Interventionist | Cassandra Scott | Bachelors Degree - English Masters Degree - ELA Endorsed/certified - Reading & Gifted, grades 6-12 | 1 | 15 | Taught Middle and High School ELA 15 years with the district as a District Coach & Specialist (started coaching ,1999) |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Interview and screen qualified candidates.	Principal	August 2012	
2	2. Support teachers with proper materials, coaches, and administration	Principal	August 2012	
3	3. Retain highly qualified teachers by providing appropriate professional development, planning time and professional learning communities.	Principal	August 2012	

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
15% (10) • 7 newly hired teachers (3 TFA, 2 experience out of Florida) • 1 vacant positions	• New teachers are required to participate in the MINT program for new teachers • Mentors are assigned to all new teachers • School is interviewing to fill vacancies with qualified staff

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
68	10.3%(7)	19.1%(13)	44.1%(30)	26.5%(18)	45.6%(31)	58.8%(40)	10.3%(7)	0.0%(0)	5.9%(4)

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
Diane Hollack	Michael Barrett	Model Teacher	MINT
	Micah Bradford		Alt Cert-ACP
Diane Hollack	Amanda Nolte	Model Teacher	Alt Cert-ACP
Diane Hollack/Sophia Belzeski	Deborah Ronco-Yant	Model Teacher	MINT
Linda Ghanyem	Katrina Keirsted	Model Teacher	MINT
Diane Hollack	Laura Kirchner	Model Teacher	MINT
Dr. Kelley Ranch	Kyle Marcil	Model Teacher	MINT
Dr. Kelley Ranch	Ashlyn Martin	Model Teacher	MINT
Sophia Belzeski	Janey Galloway	Model Teacher	MINT
Phyllis Barrington	LaTanya Taylor	Model Teacher	MINT
Edwin Wagner/Elisabeth O'Donnell	JoAnn Schultz	Model Teacher	
Diane Hollack/Tashunda Lynch	Kimberly Zwerner	Model Teacher	MINT
Neda Ovsak/Dr. Kelley Ranch	Rebekah Hunter	Model Teacher	
Tashunda Lynch/Randall Lessen	Kristy Borschel	Model Teacher	MINT
Florilis Davis/Edwin Wagner	Benjamin Ballard	Model Teacher	MINT
Sophia Belzeski/Randall Lessen	Sky Emison	Model Teacher	MINT
Diane Hollack/Phyllis Barrington	Devon Best	Model Teacher	MINT

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

Florida Continuous Improvement Model (FCIM): The Florida Continuous Improvement Model (FCIM) was introduced during training in July, 2003. Implementation began in August, 2003 with ongoing professional development provided to staff during weekly planning period in-service sessions. Instructional timelines were developed by reading and mathematics coaches with subject area teacher input and disseminated to teachers. The training emphasized the Florida Standards and required a specific instructional focus with mini-assessments. FCIM is a data driven model which requires on-going staff in-service designed to equip teachers with the tools to adequately identify and diagnose their students' strengths and areas of weakness by manipulating the Academic Interpretation and Data Evaluation (AIDE) data and monitoring students progress via frequent assessments.
Duval County is a standards-based district based on the National Council on Education and the Economy (NCEE) America's Choice Model.

Title I, Part C- Migrant

Title I, Part D

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students; instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided throughout the district for educational materials and ELL district support services to improve the education of immigrant and English language learners.

Title X- Homeless

Jean Ribault High School in conjunction with DCPS Homeless Education Program will work to identify and provide services to students in need.

Supplemental Academic Instruction (SAI)

SAI will be used to fund After school tutoring and supplement instructional supplies.

Violence Prevention Programs

Jean Ribault High in conjunction with DCPS school police will identify ten to twenty students per quarter as those who are at risk for violent behavior. The program will provide mentoring sessions with the school resource officer.

Nutrition Programs

Families may apply for free or reduced lunch through the DCPS lunch program. Families can also be referred to the Ribault Family Resource Center if in a severe case.

Housing Programs

Services are provided through the Duval County Public Schools Education Program and The Ribault Family Resource Center for assistance.

Head Start

Does Not Apply

Adult Education

The Performance Based Diploma (PBD) provides opportunities to students that are over age, disadvantaged, or at risk of dropping out of school. Students may also be referred to Florida State College at Jacksonville (FSCJ) for coordination of Adult Services.

Career and Technical Education

Jean Ribault High School is a dedicated Magnet for Marine Corps Junior Reserve Officer Training Corps (MJROTC). In addition, The Academy of Business and Finance provides opportunites to students in Finance and Business Technology, Financial Operations/AP Micro, Financial Accounting, Financial Internship. and Personal Financial Plannning.

Job Training

Academy of Business and Finance provides summer internships to students. The POPS Program provides summer employment for students. Some students participate with the 21st Century Program

Other

School Improvement Grant (SIG)
Jean Ribault High School is using the funds to enhance the total learning environment for students and teachers. Teachers are common planning for at least two hours a week. A signing bonus was given to faculty to promote recruitment and retention. Teaches are participating in professional development on Saturdays to maximize their knowledge base.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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?

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?

---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.

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

---School-Based Literacy Leadership Team---

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

Identify the school-based Literacy Leadership Team (LLT).
Principal— Ed Robinson
Assistant Principal of Curriculum-Michele Green
Instructional Coach-Phyllis Maddox
Reading Coach-Youmone Berrien
Reading Interventionist-Cassandra Scott
AVID Teacher-Natrina Lawrence

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

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

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

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

Reading across all curriculum areas is a primary focus of our school. All teachers receive professional development that provides supplement strategies for teaching in their field. Our two Reading Coaches and Instructional Coach along with Math and Science Coaches will provide support to teachers. FAIR training and the use of the FAIR data will also be used to help drive instruction, FCIM lessons, and safety net assistance. Staff has also received training on and began implementing the three school-wide Reading strategies; Annotating Text, Marking/Highlighting Text, and the use of Cornell Notes.

*High Schools Only

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

The progression plan for each academy as well as general coursework for those students not in an academy incorporates applied and integrated courses which allows for real-world conversations, projects, and experiences. Our support programs also assist with this implementation.

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?

Our Academy of Early College and Academy of Leadership & Military Sciences helps students with planning for their academics and career planning based on the progression for each academy. Students also have option to enroll in the Advancement Via Individual Determination (AVID) program. Students receive one to one counseling at the end of their junior year. Senior checks are scheduled to provide overview of current and previous schedules and alignment to goals. Gear Up and The Jacksonville Commitment Programs are available resources on campus for student seeking post secondary educations. Ribault's Alumni also organizes a College & Career Fair for students.

Postsecondary Transition

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

The College Readiness Team, whose primary focus is post-secondary exposure and options, will continue to work closely with students and parents. This team consists of representatives from Guidance, Administration, Academy of Early College, Academy of Leadership & Military Sciences, The Jacksonville Commitment, Gear Up Program, Smaller Learning Communities, and the Principal. College tours will be taken throughout the year to Florida, Georgia, and South Carolina colleges and universities. Ribault's Alumni also organizes a College & Career Fair for students. With funding received from the Neighborhood Partnership Grant, a Parent Involvement component will also be added to help with postsecondary readiness.

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:	To increase the number of students achieving proficiency (FCAT Level 3) in reading by 10%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
31%	41%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. 69% of students are reading below grade level. Teacher training to effectively evaluate, interpret, and analyze data on student performance. Lack of student motivation Poor student attendance. Students lack effective reading strategies.	1A.1. Implementing Reading strategies across all curriculums. Academic Coaches will provide professional development training geared towards effective analysis of student work to build proficiency. Teachers will implement differentiated, more engaging lesson plans developed during weekly PLCs; coaches will facilitate and provide support in using best practices, driven by assessment data Implementation of RtI Behavioral Plan with use of academic incentives, mentoring, and collaboration with District Truancy Officer. Ensure that students are taught specific (highly effective) reading strategies to build their reading comprehension and fluency. All teachers will be required to teach and encourage student use of the "Trojan Attack on Reading" strategies.	1A.1. All Teachers, Academic Coaches, Administrators Academic Coaches Teachers and Academic Coaches Teachers, Administrators, Guidance, Academic Coaches and Truancy Officer Teachers, and Academic Coaches	1A.1. Administrative classroom observations, documentation of professional development, and documentation of academic incentives and mentoring. Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math. Teacher observations, using FCIM assessment results, and collection of student work samples Observation of student disengagement during parts of or the entire work period. Monitoring attendance record through Oncourse Monitor, correct, and re-teach student reading habits	1A.1. Data analysis using formative assessments (benchmarks, FAIR, PMAs, FCIM). Teacher analysis of student Work/ Portfolios and Assessment Data Student data chats and reflections Oncourse and Genesis Student data chats and reflections Oncourse and Genesis Data analysis by

				Leadership Team will be used to drive instruction.

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><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 colspan="5" align="center">No Data Submitted</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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 10%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
31%	41%

<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>2A.1. Instructional focus on Remediation rather than Enrichment to enhance student performance.</td><td>2A.1. Increase Vocabulary Acquisition and provide direct explicit reading strategy instruction in all classes. Establish a campaign to increase vocabulary acquisition through the use of Latin/Greek root words</td><td>2a.1. Administrators, Teachers and Academic Coaches</td><td>2a.1. Classroom focus walk-through and teacher observation of Interactive Word Walls.</td><td>2a.1. Classroom observation forms, student work and assessment</td></tr>
<tr><td>2</td><td>2a.2. The need for teachers to develop high expectations for all students</td><td>2a.2. Ensure teachers are using complex text, scripted rigorous questions, and showcasing exemplary work samples.</td><td>2a.2. Teachers and Academic Coaches</td><td>2a.2. Standards based bulletin boards, evidence of rigorous questioning through use of item specifications and common core standards</td><td>2a.2. Student Portfolios and formative assessments</td></tr>
<tr><td></td><td>2a.3</td><td>2a.3 During bi-weekly common</td><td>2a.3 Academic Coaches</td><td>2a.3 Documentation of</td><td>2a.3 Student Reading</td></tr>
</table>

3	Lack of Professional Development in implementing Enrichment lessons/activities.	planning, teachers will develop Enrichment activities as part of a Lesson Study. Provide accelerated Reading Plans driven by Student Lexile.	and Teachers	professional development and lesson study implementation.	Logs, assessment monitoring, and data chats.

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:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Percentage of students making Learning Gains in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	59%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Student stamina and motivation.	3a.1. Implementation of strategic Independent Reading during Enrichment period.	3a.1. Academic Coaches and Teachers	3a.1. Reading Log and lesson plans	3a.1. Written, standardized, and informal assessments, book talks
2	3a.2. Lack of Reading strategies implemented throughout all content areas.	3a.2. Ensure that students are taught specific (highly effective) reading strategies to build their reading comprehension and fluency. All teachers	3a.2. Academic Coaches and Teachers	3a.2. Monitor, correct, and re-teach student reading habits	

	will be required to teach ad encourage student use of the "Trojan Attack on Reading" strategies.			
3	3a.3. Lack of Differentiated Instruction throughout all classes.	3a.3. Strategic implementation of Differentiated Instruction (DI) instructional model in all classes including the Enrichment/ Remediation period	3a.3. Academic Coaches, Administration, and Teachers	3a..3. Administration will view teacher lesson plans for evidence of differentiation; Academic Coaches will facilitate PLC lesson studies and reflection sessions. Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math.	3a.3. Teacher lesson plans and observations
4					

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

<table>
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</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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in Lowest 25% making learning gains in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	68%

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</table>

				Monitoring	Strategy	
1	4a.1. Lack of prior knowledge and limited vocabulary.	4a.1. Increase Independent Reading Opportunities throughout content areas and enrichment classes.	4a.1. Academic Coaches and Teachers			
2	4a.2. Students are reading far below grade level.	4a.2. Increase Vocabulary Acquisition and provide direct explicit reading strategy instruction in all classes (including annotating and questioning the text). Conferencing with goal setting and student data portfolios	4a.2. Academic Coaches, Administrators, and Teachers	4a.2. Observation of student reading behaviors and text coding while reading. Administration will progress monitor student achievement on bi-weekly core mini-assessments in ELA, Reading, Science, Social Studies, and Math	4a.2. Reading Logs and Assessment Portfolios Data analysis by Leadership Team will be used to drive instruction	
3	4a.3 Lack of stamina, motivation, and low attendance rate.	4a.3. Differentiated, and engaging reading plan during the enrichment period.	4a.3. Academic Coaches and Teachers	4a.3. Lesson plans and student data chats	4a.3. Written, standardized, and informal assessments, book talks	
4						

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Student subgroups not making Adequate Yearly Progress (AYP) in reading will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA - Black: 83% - HIspanic NA - Asian NA - American Indian NA	White: NA - Black 58% - Hispanic NA - Asian NA - American Indian NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A.1. White:NA	5A.1.	Leadership Team	5A.1.	5A.1.

				Observations, lesson plans	Assessments and data analysis
1	Black: 69% of the students have limited proficiency in reading and vocabulary skills. Hispanic: NA Asian: NA American Indian: NA	Implementation of DI in Enrichment/Remediation classes, after-school and Saturday School tutoring, and individualized student academic plans as resources for meeting AYP.			
2					

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				
2					

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				
2					

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:	Student subgroups not making Adequate Yearly Progress (AYP) in reading will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%	58%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E 83% of the students have limited proficiency in reading and vocabulary skills	5E Implementation of DI in Enrichment/Remediation classes, after-school and Saturday School tutoring, and individualized student academic plans as resources for meeting AYP.	5E Leadership Team	5E Observations, lesson plans	5E Assessments and data analysis
2					

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
Vocabulary Acquisition	All	Leadership Team Academic Coaches	All subjects and grade levels.	Pre-planning, PLC, Early Release	Follow-up: PLC meetings Monitoring: observations	Leadership Team, Academic Coaches
Rigorous Questioning Strategies	All	Leadership Team Academic Coaches	All subjects and grade levels.	Pre-planning, PLC, Early Release	Follow-up: PLC meetings Monitoring: observations	Leadership Team, Academic Coaches
Differentiated Instruction	All	Leadership Team Academic Coaches	All subjects and grade levels.	Pre-planning, PLC, Early Release	Follow-up: PLC meetings Monitoring: observations	Leadership Team, Academic Coaches

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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
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

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:	
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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics 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				

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

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Monitor student performance and mastery of content through a series of pre- and post- assessments on EOC benchmarks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (77)	63% (128)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of student-data equivalency measurements for comparison and accurate predictors. Availability and accuracy of district-driven student data analysis.	1.1 Algebra I teachers will formulate common assessments based on EOC-tested benchmarks and item specifications. Common assessments will be constructed to mirror standardized test format.	Leadership Team	1.1. Administrative monitoring of classroom instruction and lesson plans. Administrator/Teacher Data chats	.1. Student ability to answer higher level questioning on post-assessments. (Data analysis)
2	1.2. Time concerns: Discrepancy between testing dates and curriculum learning schedule completion.	1.2. Teachers will create a long-range curriculum plan that prioritizes EOC-tested benchmarks. Teachers will monitor scheduling of assessments during common planning.	Leadership Team	1.2. Administrator will ensure that curriculum calendars are being implemented effectively through monthly and quarterly reviews	1.2. Pre- and Post-Tests of curriculum units of study.
3	1.3. Teacher training to effectively and efficiently evaluate, interpret, analyze and use data on student performance.	1.3. Professional development training will be provided and teachers will work together to analyze student mastery based	Leadership Team	1.3. Collaboration among teachers during common planning and PLCs to review data and student preparedness.	1.3. Pre- and Post-Tests of focus calendar topics. Fall-Winter

					Benchmark Assessments
		on assessment data. Teachers will utilize data to drive focus calendars and lesson plans			

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Raise the levels of complexity of higher order questioning on assessments and create project-based learning opportunities with varying levels of complexity to address all student learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (4)	20% (55)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. High number of low proficiency students in accelerated programs. Large percentage of level 1 and 2 students in classes demanding teacher assistance places time constraints for providing time for level 4 and 5 students.	2.1. Strategic scheduling of students. Professional development will be provided on differentiated instruction strategies.	2.1. Guidance and administrators. Coaches/Administrator	2.1. Progress monitoring and data-tracking of students to document performance.	2.1. Formal and informal assessments. Data Notebooks CAST Evaluation Tools
2	2.2. Teacher understanding and training in the use of project-based activities.	2.2. Research and develop project-based activities during common planning	Administrator/Coach	Lesson Studies	Lesson Plans
3	2.3 Student confidence levels do not promote discourse in the classroom	2.3 Teachers will develop lessons that will scaffold expected prior knowledge skills into the learning process to build student confidence in abilities. Vocabulary Acquisition Strategies will be incorporated into daily instruction to provide students with concept knowledge that will increase dialogue.	Math Coach	Gradual Release implementation	CAST Observations
4	2.4 Limited pull-out and enrichment opportunities in the math content due to necessary Reading emphasis	Co-teaching and team-teaching during Enrichment classes	Administrator/Coach	Data tracking	Interim Benchmarks and mini-assessments

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 #
	Develop and expand teachers' content knowledge across the math spectrum to make stronger math connections and bridge the knowledge gap. ▲ ▼ 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	65%	68%	72%	75%	

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. White: NA Black: Lack of teacher awareness and sensitivity to cultural and ethnic diversity and its effect on student learning. Sensitivity training not available. Informational resources not readily available. Hispanic: NA Asian: NA American Indian: NA	3B.1 Professional development will be provided to address cultural and ethnic diversity. Teachers will construct lessons and test questions to reflect diverse cultural ideas and experiences. Book Studies.	3B.1. Administrators/Coaches/Teachers	3B.1. Analyze testing design and lesson structure to detect cultural bias.	3B.1. Analysis of problem design and test questions during common planning.

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. Low number of ELL students enrolled. (School does not meet number requirements for district assistance.)	3C.1. Teachers will research available resource avenues to which to direct ELL students for assistance.	Administrators/Teachers	Teachers will follow-up with students contact.	Student/parent conference

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Teachers' confidence and comfort level in the use of strategies for teaching SWD. Only one math certified support facilitator available to assist students and teachers.	3D.1. Increase teacher training and awareness in the needs of SWD students and effective strategies Teachers will make use of The Teacher's Resource Guide available in the Media Center. Teachers will use appropriate and meaningful strategies to reach the SWD.	3D.1. Leadership Team, Coaches, Teachers	Teacher chats	Teacher chats

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	3E.1. Students' comfort level in sharing or revealing their personal circumstances. Attendance issues.	3E.1. Teachers will make a concerted effort to build personal relationships with their students. Teachers will call parents to establish an open line of communication. Teachers will communicate with guidance and Full Services.	Teachers	3E.1. Smaller Learning Communities (SLC) Teams, Teacher-Parent conferences (face-to-face, email, phone).	3E.1 SLC Team meeting notes, Parent Contact Log.

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:	Monitor student performance and mastery of content through a series of pre- and post- assessments on EOC Benchmarks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on EOC scored by grade: 58% (127)	Projected for State EOC scored with scale score: 63% (170)

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
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1	1.1. Lack of student-data equivalency measurements for comparison and accurate predictors. Availability and accuracy of district-driven student data analysis	1.1. Geometry teachers will formulate common assessments based on EOC-tested benchmarks and item specifications. Common assessments will be constructed to mirror standardized test format.	1.1. Leadership Team	1.1. Administrative monitoring of classroom instruction and lesson plans. Adminitrator/Teacher Data chats	1.1. Student ability to answer higher level questioning on post-assessments. (Data analysis)
2	1.2. Time concerns: Discrepancy between testing dates and curriculum learning schedule completion.	1.2. Teachers will create a long-range curriculum plan that prioritizes EOC-tested benchmarks. Teachers will monitor scheduling of assessments during common planning.	1.2. Leadership Team	1.2. Administrator will ensure that curriculum calendars are being followed and evaluated efficiently through monthly and quarterly reviews.	1.2. Pre- and Post-Tests of curriculum units of study.
	1.3. Teacher training to	1.3. Professional	1.3. Leadership Team	1.3. Collaboration among	1.3. Pre- and Post-

				teachers during common planning and PLCs to review data and student preparedness.	Tests of focus calendar topics. Fall-Winter Benchmark Assessments
3	effectively and efficiently evaluate, interpret, analyze and use data on student performance.	development training will be provided and teachers will work together to analyze student mastery based on assessment data. Teachers will utilize data to drive focus calendars and lesson plans.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Raise the levels of complexity of higher order questioning on assessments and create project-based learning opportunities with varying levels of complexity to address all student learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Geometry EOC scored by grade: 18% (40)	State EOC with scale scores: 25% (68)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Large percentage of level 1 and 2 students in classes demanding teacher assistance places time constraints for providing time for level 4 and 5 students.	2.1. Strategic scheduling of students. Professional development will be provided on differentiated instruction strategies.	2.1. Guidance and administrators. Coaches/Administrator	2.1. Progress monitoring and data-tracking of students to document performance.	2.1. Formal and informal assessments. Data Notebooks CAST Evaluation Tools
2	2.2. Teacher confidence levels and lack of training in the use of project-based activities.	2.2. Research and develop project-based activities during common planning	2.2. Administrator/Coach	2.2. Lesson Studies	2.2. Lesson Plans
3	2.3 Student confidence levels do not promote discourse in the classroom.	2.3 Teachers will develop lessons that will scaffold expected prior knowledge skills into the learning process to build student confidence in abilities. Vocabulary Acquisition Strategies will be incorporated into daily instruction to provide students with concept knowledge that will increase dialogue.	2.3 Math Coach	2.3 Gradual Release Implementation	2.3 CAST Observations

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 #
	Develop and expand teachers' content knowledge across the math spectrum to make stronger math connections and bridge the knowledge gap. ▲ ▼
	3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. White: NA Black: Lack of teacher awareness and sensitivity to cultural and ethnic diversity and its effect on student learning. Sensitivity training not available. Informational resources not readily available. Hispanic: NA Asian: NA American Indian: NA	3B.1. Professional development will be provided to address cultural and ethnic diversity. Teachers will construct lessons and test questions to reflect diverse cultural ideas and experiences. Book Studies.	3B.1. Administrators/Coaches/ Teachers	3B.1. Analyze testing design and lesson structure to detect cultural bias	3B.1. Analysis of problem design and test questions during common planning.

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. Low number of ELL students enrolled. (School does not meet number requirements for district assistance.)	3C.1. Teachers will research available resource avenues to which to direct ELL students for assistance.	3C.1. Administrators/Teachers	3C.1. Teachers will follow-up with student contact.	3C.1. Student/parent conferencing

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Teachers' confidence and comfort level in the use of strategies for teaching SWD. Only one math certified support facilitator available to assist students and teachers.	3D.1. Increase teacher training and awareness in the needs of SWD students and effective strategies Teachers will make use of The Teacher's Resource Guide available in the Media Center. Teachers will use appropriate and meaningful strategies to reach the SWD.	3D.1. Leadership Team, Coaches, Teachers	3D.1. Teacher Chats	3D.1. Teacher Chats

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Students' comfort level in sharing or revealing their personal circumstances. Attendance issues.	3E.1. Teachers will make a concerted effort to build personal relationships with their students. Teachers will call parents to establish an open line of communication. Teachers will communicate with guidance and Full Services	3E.1 Teachers.	3E.1. Smaller Learning Communities (SLC) Teams, Teacher-Parent conferences (face-to-face, email, phone).	3E.1. SLC Team meeting notes, Parent Contact Log.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data-Tracker	all	Coaches/TFA trainer	Math department	Quarter One - Early Release Days	Use of the Data-tracker for data chats and analyzing data during common planning.	Math Coach/Administrator
Student Management/ Investment	all	Guest speaker	Math department/school-wide	Quarter One - PLC	Mock CAST Evaluation for CAST Domain 2	Administrator
Math-oriented CIS Model	Math	Math Coach	Math department	Quarters 2 & 4	Year-long progression of work towards the development of the NG-CARPD CIS model for mathematics.	Administrator/Math Coach/Department Lead Teachers
WICOR Strategies for the Math Classroom	Math	Coach/Lead Teachers	Math department	Quarters 2 & 3	Evidence of implementation within the classroom and documentation in teacher toolkit	Administrator/Math Coach/Department Lead Teachers

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of sufficient training in effective implementation of the inquiry learning model.	1.1. Incorporate the inquiry-based learning model to encourage student-centered learning which nurtures skill development through problem solving and critical thinking.	1.1. Science Leadership Team	1.1. Monitor students' ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world.	1.1. Evidence in students' lab reports, journals, and discourse
2	1.2. Lack of sufficient training in effectively analyzing, interpreting and evaluating student performance data.	1.2. Teachers will analyze student performance using of various modes of data (cognitive and non-cognitive) to drive instructional decisions.	1.2. Science Leadership Team	1.2 Evidence provided by teacher s that reflects thorough discussion of data during common planning and effective collaboration to make adjustments to lesson development and delivery	1.2. Quarterly reviews, teacher data notebook, evidence of modified lesson plans, classroom observations, and student portfolios.
	1.3. Lack of student motivation	1.3. Teachers will develop engaging, relevant and rigorous lessons that will help to ignite	1.3 Science Leadership Team	1.3. Periodic checks for varying levels of engagement throughout the	1.3. Differentiated lessons, student interviews, high level of authentic

		students' interest in science. Development student surveys to gather data on the engagement and relevance of the lesson.		duration of the lesson, students' response to survey and teachers' willingness to tailor lessons to meet the interest of all students.	engagement and high performance on assessments.
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Increase the number of students scoring C or above on the Biology EOC by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	85%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Opportunities for continued training in effectively analyzing, interpreting and evaluating student performance data.	2.1 Ongoing analysis of student performance using of various modes of data (cognitive and non-cognitive) to drive instructional decisions.	2.1 Science Leadership Team	2.1 Evidence provided by teacher s that reflects thorough discussion of data during common planning and effective collaboration to make adjustments to lesson development and delivery	2.1 Quarterly reviews, teacher data notebook, evidence of modified lesson plans, classroom observations, and student portfolios.
2	2.2. Time constraints in writing effective lesson plans	2.2. Teachers are provided time to collaborate and share resources and to incorporate best practices in lesson plans.	2.2. Science Leadership Team	2.2. Monitoring of the effectiveness of common planning, development and delivery of lesson plans. Effective teacher collaboration during common lesson planning	2.2. Student mastery of content will be reflected on internal and external assessments.
3	2.3 Time constraints to cover curriculum. Students have difficulty committing knowledge and skills to long-term memory.	2.3 Integrate instructional focus lessons into daily practice in order to provide multiple opportunities to review content, skills and strategies	2.3 Science Leadership Team	2.3 Frequent observations and monitoring of the use and effectiveness of IFLs	2.3 Student mastery of content will be reflected on internal and external assessments.
4	2.4 Lack of training in effective vocabulary strategies. Lack of retention of academic vocabulary.	2.4 Incorporate highly effective vocabulary strategies daily. Increase opportunities for grade level reading in the textbook.	2.4 Science Leadership Team	2.4 Frequent observations and monitoring to witness student discourse.	2.4 Student mastery of content will be reflected on internal and external assessments.

5	2.5 Lack of training in differentiating instruction. Time constraints to cover curriculum. Fear of loss of classroom management.	2.5 Utilize a collection of data to generate differentiated lesson that are varied by content and complexity. Deliver DI during the Extend period of the 5E lesson model. Introduce CHAMPS model to promote effective classroom management.	2.5 Science Leadership Team	2.5 Frequent observations and monitoring of the use and effectiveness of the DI lesson.	2.5 Student mastery of content will be reflected on internal and external assessments
6	2.6 Lack of student motivation. Lack of authentic engagement. Lack of enduring understanding of content.	2.6 Utilize inquiry, performance, and project-based activities as a means to encourage student-centered learning through authentic engagement, enhancement of critical thinking, to inspire a deeper understanding of knowledge and extend problem solving skills.	2.6 Science Leadership Team	2.6 Monitor students' ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world	2.6 Student mastery of content will be reflected on internal and external assessments.
7	2.7 Time constraints to complete curriculum and provide additional opportunities for re-teaching	2.7 Provide intensive remediation and enrichment through the enrichment course. Incorporate the use of Gizmos during enrichment course to promote another opportunity for inquiry-based, self-paced, student-centered, technological enhanced learning.	2.7 Science Leadership Team	2.7 Utilize common planning and professional learning community time to analyze student data in order to prescribe appropriate method of enrichment and remediation. Administrative monitoring of common planning and professional learning community discussions and classroom practices.	2.7 Students' should benefit from targeted instruction and mastery of content will be reflected on internal and external assessments.
8	2.8 Lack of student ownership of learning.	2.8 Utilize data chats as an instrument to increase student motivation and self - awareness	2.8 Science Leadership Team	2.8 Frequent monitoring of student goal setting practices and performance on formal and informal assessments	2.8 Students' attitude regarding success should change and mastery of content will be reflected on internal and external assessments

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Increase the number of students scoring C or above on the Biology EOC by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Opportunities for continued training in effectively analyzing, interpreting and evaluating student performance data.	1.1 Ongoing analysis of student performance using of various modes of data (cognitive and non-cognitive) to drive instructional decisions.	1.1 Science Leadership Team	1.1 Evidence provided by teacher s that reflects thorough discussion of data during common planning and effective collaboration to make adjustments to lesson development and delivery.	1.1 Quarterly reviews, teacher data notebook, evidence of modified lesson plans, classroom observations, and student portfolios.
2	1.2. Time constraints in writing effective lesson plans	1.2. Teachers are provided time to collaborate and share resources and to incorporate best practices in lesson plans.	1.2. Science Leadership Team	1.2. Monitoring of the effectiveness of common planning, development and delivery of lesson plans. Effective teacher collaboration during common lesson planning	1.2. Student mastery of content will be reflected on internal and external assessments.
3	1.3 Time constraints to cover curriculum. Students have difficulty committing knowledge and skills to long-term memory.Integrate instructional focus lessons into daily practice in order to provide multiple opportunities to review content, skills and strategies.	1.3 Science Leadership Team	1.3 Frequent observations and monitoring of the use and effectiveness of IFLs.	1.3 Student mastery of content will be reflected on internal and external assessments	

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Increase the number of students scoring C or above on the Biology EOC by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:

80%		85%		

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	2.1 Lack of training in effective vocabulary strategies. Lack of retention of academic vocabulary.	2.1 Incorporate highly effective vocabulary strategies daily. Increase opportunities for grade level reading in the textbook.	2.1 Science Leadership Team	2.1 Frequent observations and monitoring to witness student discourse.	2.1 Student mastery of content will be reflected on internal and external assessments.
2	2.2 Lack of training in differentiating instruction. Time constraints to cover curriculum. Fear of loss of classroom management.	2.2 Utilize a collection of data to generate differentiated lesson that are varied by content and complexity. Deliver DI during the Extend period of the 5E lesson model. Introduce CHAMPS model to promote effective classroom management.	2.2 Science Leadership Team	2.2 Frequent observations and monitoring of the use and effectiveness of the DI lesson.	2.2 Student mastery of content will be reflected on internal and external assessments
3	2.3 Lack of student motivation. Lack of authentic engagement. Lack of enduring understanding of content.	2.3 Utilize inquiry, performance, and project-based activities as a means to encourage student-centered learning through authentic engagement, enhancement of critical thinking, to inspire a deeper understanding of knowledge and extend problem solving skills.	2.3 Science Leadership Team	2.3 Monitor students' ability to formulate questions, display a deep understanding of the content and connect science concepts to the real world.	2.3 Student mastery of content will be reflected on internal and external assessments
4	2.4 Time constraints to complete curriculum and provide additional opportunities for re-teaching	2.4 Provide intensive remediation and enrichment through the enrichment course. Incorporate the use of Gizmos during enrichment course to promote another opportunity for inquiry-based, self-paced, student-centered, technological enhanced learning.	2.4 Science Leadership Team	2.4 Utilize common planning and professional learning community time to analyze student data in order to prescribe appropriate method of enrichment and remediation. Administrative monitoring of common planning and professional learning community discussions and classroom practices.	2.4 Students' should benefit from targeted instruction and mastery of content will be reflected on internal and external assessments.
	2.5	2.5	2.5	2.5	2.5

5	Lack of student ownership of learning.	Utilize data chats as an instrument to increase student motivation and self - awareness.	Science Leadership Team	Frequent monitoring of student goal setting practices and performance on formal and informal assessments.	Students' attitude regarding success should change and mastery of content will be reflected on internal and external assessments.

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
Using CHAMPS Model for Classroom Management	Science 9-12	Science Team Leaders	Science Department	September 2012 PLC meeting	Observations, Lesson Plans and Departmental review	Science Administrator
Highly Effective Reading Strategies for Science	Science 9-12	Science Team Leaders	Science Department	Weekly Common Planning	Observations, Lesson plans and student portfolios	Science Administrator
Inquired-Based Learning	Science 9-12	Science Team Leaders	Science Department	October 2012 PLC meeting Weekly Common Planning	Observations, Lesson plans, lab journals	Science Administrator
Differentiated Instruction	Science 9-12	Science Team Leaders	Science Department	September 2012 PLC meeting Weekly Common Planning	Observations, Lesson plans and student portfolios	Science Administrator
Highly Effective Vocabulary Strategies for Science	Science 9-12	Science Team Leaders	Science Department	October 2012 PLC meeting Weekly Common Planning	Observations , Lesson plans and student portfolios	Science Administrator
Data-Driven Instruction through Data Analysis	Science 9-12	Science Team Leaders	School-wide	Weekly Common Planning	Review of Data notebooks, lesson plans, and observations	Science Administrator
Using Gizmos for Student-Centered Learning	Science 9-12	Science Team Leaders	Science Department	November 2012 PLC meeting	Observations, Lesson plans and student portfolios	Science Administrator

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Science Budget:

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

				Subtotal: $0.00

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

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

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:	Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	90%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lacking writing stamina, detail elaboration, and clarity of thought processing to write on topic within given time limit.	1.1. Provide writing rubrics to all teachers. Provide Professional Development in explicit instruction and modeling in supporting details and expectation of writing portfolios. Implementation of writing throughout all classes	1.1. Leadership Team, Coaches	1.1. Modeling by Coaches, explicit instructions and practice in writing and revising.	1.1. Writing assessments
2	1a.2. Students don't use formal planning	1a.2. Provide Professional Development in explicit instruction and modeling in supporting details and expectation of writing portfolios. Implementation of writing throughout all content area courses. Implement calibration	1a.2. Academic Coaches and Administration		

| | | | | scoring of exemplar essays, and use of Write Score writing analysis. | | | |

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1B.1. Provide writing rubrics to all teachers.			
2		1b.2. Provide Professional Development in explicit instruction and modeling in supporting details and expectation of writing portfolios.	1b.2. Academic Coaches and Administrations	1b.2. Modeling by Coaches, explicit instructions and practice in writing and revising.	1b.2. Holistic scoring of the district writing prompt and all additional writing assessments and activities
3		1b.3. Implementation of writing throughout all content areas.	1b.3. Academic Coaches and Administrations	1b.3. Modeling by Coaches, explicit instructions and practice in writing and revising.	1b.3. Use of Write Score assessment tools and resources.

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
Conventions (sentence structure, syntax, organizational structures)	9th and 10th grade teachers	Leadership Team and Coaches	All teachers of 9th and 10th grade students	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team and Coaches
Focus, Theme, and Main Idea	9th and 10th grade teachers	Leadership Team and Coaches	All teachers of 9th and 10th grade students	Pre-planning, PLC, Early Release	Follow-UP: PLC meetings, Monitoring: Observations	Leadership Team and Coaches

| Supporting Details | 9th and 10th grade teachers | Leadership Team and Coaches | All teachers of 9th and 10th grade students | Pre-planning, PLC, Early Release | Follow-UP: PLC meetings, Monitoring: Observations | Leadership Team and Coaches |

Writing Budget:

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

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:	The number and percentage of student's with 10 or more days absent from school will decrease 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
NA	NA
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
36	32
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
77	70

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	. Family matters	. Teachers, Attendance clerk and Truancy Officer will monitor students' attendance. Attendance clerk will set-up (AITs) Attendance Intervention Team Meetings with parents Each Coordinator/Specialist will be assigned to a group of students to provide academic support and	1. Teachers, attendance clerk, Truancy Officer, Leadership Team Teachers, attendance clerk, Truancy Officer, Leadership Team Leadership Team	1 Conferences with students, parents regarding Attendance . AIT meeting notes Conference Logs	1. Attendance Reports, Truancy Officer logs Tardy List

	Start time of school from 7:20 am to 7:00 am.	encouragement.	Teachers, attendance clerk, Truancy Officer, Leadership Team	Conferences with students, parents regarding	
		Truancy Officer will meet and visit the homes of students who miss more than 5 days			

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:	Number of suspensions will decrease by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
666	600
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
371	334
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
485	436
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
175	157

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1	1.	1.	1.	1.
	Lack of innovative classroom management strategies.	CHAMPs Training	Teachers, Foundations Team, Leadership Team	Percentages of students accepted in ATOSS	Administrative Classroom Monitoring Logs
	Lack of Communication with Family.	ATOSS, Full Service School Referrals	Guidance, Leadership Team		

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	To increase the number of students that receives a standard diploma by 10%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.9%	1.9%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

| 70% | 75% |

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Non-passing scores on FCAT, ACT, or SAT, GPA, lack of motivation	1. SIG Enrichment period, tutoring (after-school and Saturday School), ALC and Compass Odyssey Labs	1. Teachers, Guidance, College Readiness Team, Leadership Team	1. Students success rate on FCAT, ACT, and/or SAT and students meeting graduation requirements	1. Progress Reports, Report Cards, test scores (FCAT, ACT, ACT), diploma

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
Grade Recovery	9-12	Leadership Team	School- wide	Quarterly	Progress Monitoring	Teachers/ Guidance

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			

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.*	The school will increase parental involvement by 5%. Parents/guardians will have substantial opportunities to participate in their child's education. Distinctive strategies specific to the community will be utilized to reach out to parents/guardians.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
18%	20%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent/guardian lack of access to the internet.	1.1. Provide parents access to a computer. •Parent portal •DCPS website •Teacher websites	1.1. Leadership Team	1.1. The number of parents utilizing computers at Ribault.	1.1. Sign-in sheets and Survey
2	1.2. Parent/guardian not informed of academic deadlines.	1.2. The school will utilize the marquee, radio, and alumni to get out important information. Parent Meetings will be held to provide Professional Development regarding academics.	1.2. Leadership Team	1.2. Parent Survey of how they were aware of the event. Number of parents attending Parent Meetings.	1.2. Survey Sign-in sheets
3	1.3. Parent/guardian lack of participation in parent / teacher conferences.	1.3. Teachers will make several attempts to reach parents including: • Telephone calls • Letters • E-mail • Home visits	1.3. Leadership Team	1.3. Compare level of participation in parent teacher conferences from 10/11 school year to 11/12 school year.	1.3. Number of conferences held

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase number of students taking higher level math (Pre-calculus and higher)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students not passing EOCs and having to remediate. Students entering 9th grade without Algebra I completion.	1.1. Focus Lessons will be taught during Enrichment Period to increase passage of EOCs. Students are double blocked with Intensive	1.1. Leadership Team Guidance Counselors and Coordinators	1.1. Leadership Team Leadership Team	1.1. Mini-lessons, benchmarks, EOC data Student schedules Vertical alignment with Middle School

		Math.			Guidance/Coordinators
		Relationships are being built with the Middle schools to ensure that students are taking Algebra I prior to end of 8th 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						

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	Employ a Teacher who is eligible for certification (District

CTE Goal #1:	or State) to build the Aviation Academy.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Maintain a Aviation Teacher	1.1. Post position and emphasize teaching responsibilities working with high school students.	1.1. Administration	1.1. Prior technical and educational experience	1.1. DCPS hiring procedures 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
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Safety Goal Safety Goal #1:	Reduce the number of weapons incidents by 10%.
2012 Current level:	2013 Expected level:
4	3
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Not having female security	1.1. Increase random weapons checks	1.1. Administration/Security	1.1. Weapon check logs Student Discipline Records	1.1 .Weapon check logs Student Discipline 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						

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 Safety Goal(s)

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: ◯ Yes ◯ No

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

View uploaded file (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Review of School Improvement Plan, Community Stakeholder's meeting, and assist with additional concerns of the school building.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District JEAN RIBAULT HIGH SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	15%	62%	72%	23%	172	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	30%	67%			97	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?	40% (NO)	56% (YES)			96	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					365	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District JEAN RIBAULT HIGH SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	16%	57%	79%	24%	176	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	26%	63%			89	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?	32% (NO)	62% (YES)			94	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					359	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested