FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FIVAY HIGH SCHOOL

District Name: Pasco

Principal: Angela Stone

SAC Chair: Erica Tonello

Superintendent: Heather Fiorentino

Date of School Board Approval: October 16, 2012

Last Modified on: 10/17/2012

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	Heather Bell	M.Ed./ Educational Leadership MS/Guidance and Counseling BA/Secondary English Education Certifications/ English 6-12, Guidance, Educational Leadership	1	3	FHS-2012- High Stds Reading 43, Math 48, Writing 81 Learning Gains- Reading 56, Math 53 %Lowest 25 making gains in Reading 60, Math 42 2011- MTEC- No Data 2010- MTEC- No Data
					FHS-2012- High Stds Reading 43, Math 48, Writing 81 Learning Gains- Reading 56, Math 53 %Lowest 25 making gains in Reading 60, Math 42 FHS-2011- High Stds Reading 40, Math 67, Writing 68, Science 34 Learning Gains- Reading 43, Math 69 %Lowest 25 making gains in Reading 42, Math 59

Position	Name	Degrees/Certifications			Performance Data
Principal	Angela Stone	BS/Secondary Education MA/Education:Administration and Supervision Certifications/ School Principal, Chemistry, Biology	2.5	15	FHS-2010- No Data SLHS-2009-B-High Stds Reading 48, Math 77, Writing 83, Science 42 Learning Gains- Reading 51, Math 76 %Lowest 25 making gains in Reading 53, Math 60 SLHS-2008-B-High Stds Reading 54, Math 79, Writing 87, Science 45 Learning Gains- Reading 59, Math 79 %Lowest 25 making gains in Reading 51, Math 68 HHS-2007-C-High Stds Reading 35, Math 61, Writing 79, Science 40 Learning Gains- Reading 51, Math 69 %Lowest 25 making gains in Reading 50, Math 63
Assis Principal	Erik Hermansen	BS/Education Social Studies/History MS/Educational Leadership Certifications/ Social Studies 6-12 History Educational Leadership Gifted Endorsement	2.5	8	FHS-2012- High Stds Reading 43, Math 48, Writing 81 Learning Gains- Reading 56, Math 53 %Lowest 25 making gains in Reading 60, Math 42 FHS-2011- High Stds Reading 40, Math 67, Writing 68, Science 34 Learning Gains- Reading 43, Math 69 %Lowest 25 making gains in Reading 42, Math 59 FHS-2010-No Data HHS-2009-D-High Stds Reading 35, Math 68, Writing 78, Science 36 Learning Gains- Reading 43, Math 73 %Lowest 25 making gains in Reading 45, Math 60 HHS-2008-C-High Stds Reading 39, Math 69, Writing 73, Science 38 Learning Gains- Reading 50, Math 77 %Lowest 25 making gains in Reading 49, Math 72 HHS-2007-C-High Stds Reading 35, Math 61, Writing 79, Science 40 Learning Gains- Reading 51, Math 69 %Lowest 25 making gains in Reading 50, Math 63
Assis Principal	Eric McDermott	BS/ Science Education M.Ed./ Educational Leadership Certifications: Biology, Educational Leadership	2.5	3	FHS-2012- High Stds Reading 43, Math 48, Writing 81 Learning Gains- Reading 56, Math 53 %Lowest 25 making gains in Reading 60, Math 42 FHS-2011- High Stds Reading 40, Math 67, Writing 68, Science 34 Learning Gains- Reading 43, Math 69 %Lowest 25 making gains in Reading 42, Math 59 WCHS-2010-B- High Stds Reading 44, Math 74, Writing 84, Science 39 Learning Gains- Reading 46, Math 72 % Lowest 25 making gains in reading 40, Math 61 AYP- No
Assis Principal	Cindy Jack	M.Ed./ Educational Leadership MS/Guidance and Counseling BS/Psychology Certifications/ Guidance, Educational	2	5	FHS-2012- High Stds Reading 43, Math 48, Writing 81 Learning Gains- Reading 56, Math 53 %Lowest 25 making gains in Reading 60, Math 42 FHS-2011- High Stds Reading 40, Math 67, Writing 68, Science 34 Learning Gains- Reading 43, Math 69 %Lowest 25 making gains in Reading 42, Math 59 JWMHS-2010-A-High Stds Reading 58, Math 81, Writing 92, Science 49 Learning Gains- Reading 56, Math 75 %Lowest 25 making gains in Reading 49, Math 59 JWMHS-2009-C-High Stds Reading 48, Math 77, Writing 79, Science 41

		Leadership			Learning Gains- Reading 51, Math 77 %Lowest 25 making gains in Reading 47, Math 64 JWMHS-2008-B-High Stds Reading 49, Math 78, Writing 82, Science 50 Learning Gains- Reading 58, Math 77 %Lowest 25 making gains in Reading 50, Math 68

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)
Literacy	Victoria Mudry	BS Finance, Master's Reading to be complete in October 2012 Certifications: ESE, Reading Endorsement		6	Gulf High School: C,C,D,C,D,B - AYP not met
Science	Shannon Schultz	BS in Criminal Justice with completion of my ACP course work in 2009. K-6 All Subject areas, K-12 ESOL, Currently working on my 5-9 science certification		1	James M Marlowe Elementary School "C" 2011-2012 Hudson Elementary School "D" 2011-2012
Math	TBA				

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. Grade Level Team Study Groups to review Attendance, Achievement, and Behavioral data	Grade level team leader	May 2013	
2	2. Department Team Study Groups to ensure a standards driven curriculum and implement common assessments.	Department Chairs	May 2013	
3	3. New Teacher Mentoring Program	Administration	May 2013	
4	4. LFS Training for new teachers and those who have not completed	Staff Development Coordinator	May 2013	
5	6. Staff will attend District-wide staff development opportunities	District Trainers	May 2013	
6	7. School-wide Literacy and Technology Training Sessions will be made available.	Tech. Specialist and Lead Literacy Team	May 2013	
7	8. MTSS Committee to review data and continue implementation of TIER 1 MTSS	MTSS Team Leader	May 2013	
8	9. Recognize and motivate exceptional staff members through the Race to Excellence program.	Administration	May 2013	
9	10. Use of Winocular to screen job applicants to ensure the hiring of highly qualified staff.	Administration	May 2013	

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
There are currently two staff members that teaching out of field. These are two new teachers to the school who were not evaluated in the 2011-2012 school year.	One of the teachers has been enrolled in the Alternative Certification Program. The other teacher is preparing to take the certification test for Chemistry. Both teachers are working with teachers who are highly qualified and assisting with planning.

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
112	10.7%(12)	33.0%(37)	29.5%(33)	18.8%(21)	35.7%(40)	0.0%(0)	17.9%(20)	0.0%(0)	14.3%(16)

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
Anthony Davis	Allison Vaughn	Subject Area Link	weekly meetings, observations, peer review, coaching, shadowing
Andrea Gartland	Eric West	Guidance Counselor	weekly meetings, observations, peer review, coaching, shadowing
Matt Durchik	Mark Moe	Career Link	weekly meetings, observations, peer review, coaching, shadowing
Brian Borusso	Royce Simonds	Subject Area	weekly meetings, observations, peer review, coaching, shadowing
Linda Pytel	Eric Schwartz	Subject Area	weekly meetings, observations, peer review, coaching, shadowing
Eric Johnson	Erica Goodell	Subject Area	weekly meetings, observations, peer review, coaching, shadowing
Eric Johnson	Scott Nissen	Subject Area	weekly meetings, observations, peer review, coaching, shadowing
Gina Love	Regina Arcides	Subject Area	weekly meetings, observations, peer review, coaching, shadowing
			weekly meetings,

Jerome Leavy	Travis TenBrink	Subject Area	observations, peer review, coaching, shadowing
Jerome Leavy	Peter Polletti	ACP	weekly meetings, observations, peer review, coaching, shadowing
Matt Durchik	Stefanie Spack	Career Link	weekly meetings, observations, peer review, coaching, shadowing
Loretta Schultz	Shawn Durand	Subject Area	weekly meetings, observations, peer review, coaching, shadowing
Laura Way	Donna Law	Elective Teachers/ Experienced Mentor	weekly meetings, observations, peer review, coaching, shadowing
Danyeill Wilson	Sarah Ramey	former Student Achievement Coach, experienced mentor	weekly meetings, observations, peer review, coaching, shadowing
Cyndi Cole	Andrew Medders	ACP, Career Connection	weekly meetings, observations, peer review, coaching, shadowing

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Angela Stone, Principal
Matt McDermott, Administrator
Cindy Jack, Administrator
Heather Bell, Administrator
Erik Hermansen, Administrator
Danyiell Wilson, Team Leader ESE
Matt VanDaele, Behavioral Specialist
Eric West, Guidance Counselor
Anna Medders, Teacher
Kim Aursland,Teacher
Stephanie Ziemba, Teacher
Matt Durchik, Acting Technology Specialist
Vicki Papaemanuel, School Psychiatrist
Vicky Mudry, Literacy Coach
Roseann Angelo-Sellars, School Social Worker
Erin Galletta, Teacher GEP
Linda Pytel, Teacher
Matthew Bullwinkel, Teacher
Kathy Scalise, SAC Liaison
Lisa Fisher, MTSS Coach

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

The school based MTSS Leadership Team meets monthly to establish goals, review data, and update the PBS system for students. The MTSS team reviews FAIR, Core K12, FCAT, Attendance, Discipline, and Achievement data. They also review Progress Monitoring data, present at faculty and department meetings to provide support and professional development. The MTSS team uses this data to monitor the growth and development of at-risk students. The team also facilitates and monitors the development and implementation of school-wide expectations.

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

The MTSS team participated in a data review to assist in the identification of school-wide focus areas. The team assisted in the development of goals and the identification of strategies. The MTSS team will also collect and analyze data to assess progress toward meeting school goals.

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.

The MTSS team uses FCAT, EOC, FAIR, Core K12, referral data, attendance reports, learning lab logs, and basic teacher Observed Student Behavior reports to generate discussions and guide response to interventions. Databases such as Pasco STAR, RtI, and SWITS (School-wide information tracking system)are among the management systems used.

Describe the plan to train staff on MTSS.

The MTSS leadership team has attended a two day readiness training and will complete a four day implementation training when provided by the district. The MTSS team will then facilitate the district-wide plan to train staff and implement with fidelity. Members of the team also attended the DA Academy during the summer. This team participated in a book study using,"Leaders Make it Happen." This group also participated in Facilitating Study Groups training.

Describe the plan to support MTSS.

MTSS is a school-wide focus area for the year. Grade level teams will work in PLC's to support the implementation of TIER 1. The leadership team will begin to focus on TIER 2, while continuing to meet and review data for TIER 1. Three instructional coaches will also provide support for the teachers as they implement the multi-tier system of support. This team participated in a book study using,"Leaders Make it Happen." This group also participated in Facilitating Study Groups training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Angela Stone, Principal
Vicky Mudry, Literacy Coach
Gina Love, Reading Teacher
Danyiell Wilson, ESE Teacher
Elizabeth Gilbreath, CCTE Teacher
Victoria Hernaiz, Language Arts Teacher
Kim Aursland, Science Teacher
Laura Way, Reading Teacher
Thomas Kovack, Language Arts Teacher
William Toms, Language Arts Teacher

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

The school based LLT meets monthly to assess, plan, and implement school-wide literacy initiatives. They will create and facilitate the implementation of an Instructional Focus Calendar as well as school-wide writing prompts monthly. The LLT will also participate in walkthroughs and create staff development opportunities related to literacy.

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

Literacy Instructional Focus Calendar - reading and writing in all classrooms everyday. Writing to learn initiative. Identifying needs and creating staff development opportunities. The group will also be working on establishing and increasing classroom libraries.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

> We will emphasize reading throughout the curriculum using a variety of strategies. Our Lead Literacy Team will develop and facilitate the implementation of an Instructional Focus Calendar for Literacy. School-wide walkthroughs will be focused on these literacy best practices. Department PLCs will meet monthly to review FCAT, Pasco STAR, and FAIR data to develop and implement classroom strategies to support literacy across the curriculum.

*High Schools Only

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

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

> We will utilize our Criminal Justice, First Responder, CNA, Culinary Arts, and Business courses to give students the opportunity to apply knowledge gained throughout the curriculum in real world situations. Teachers of all subject levels will develop lesson plans that incorporate extended thinking activities that give students the opportunity to apply subject specific knowledge into real world activities. The English IV and Math for College Readiness courses should improve student readiness for post-secondary work by providing reading and writing and math applications that establish relevance to students' futures. We also provide academic and career planning that engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

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 Guidance Counselors and Career Specialist will work closely with our stakeholders to aid students in choosing courses that are challenging and in line with their interests. Incoming ninth grade students will complete an ePEP personal planner in middle school to help them plan their high school curriculum. Students and counselors will also use tools such as PLAN, PERT, ASVAB, ACT, SAT, CHOICES and facts.org to explore their interests and course options. We will also offer Dual Enrollment classes both on and off campus to interested and qualified students. Students will choose elective courses based on their areas of interest and be able to complete programs in Criminal Justice, First Responder, CNA, and Culinary Arts; thus increasing the personal meaning of their curriculum.

Postsecondary Transition

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

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

> We offer Advanced Placement and Dual enrollment courses, multiple opportunities to participate in college readiness testing as well as ASVAB testing. We are also offering Math for College Readiness to assist students who need remediation in Math prior to entering post-secondary education. We will also offer an English IV for College Readiness course aimed at increasing college readiness in Reading and Writing.

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:	The number of 9th and 10th grade students scoring at proficient levels on the 2013 FCAT 2.0 Reading will increase by 12% compared to the 2012 data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 43% (363) of the students tested in 9th and 10th grades scored at proficient levels in Reading.	It is expected that the percentage of students scoring proficient on the 9th and 10th grade FCAT 2.0 Reading will show a 12% increase (44 students).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading strategies being implemented across all subject areas.	Teachers in all content areas will implement best practices designed to increase reading comprehension and reference and research skills. These practices include summarizing strategies, vocabulary strategies,graphic organizers, and the use of differentiated instruction.	Administration, Department Heads and MTSS and Leadership Team.	Walkthrough data review and lesson plan review, coaching process	Walkthrough Data, Formal Observations, FAIR data, Coaching Logs
2	Teachers are unfamiliar with specific strategies that can be used within their content area to increase reading proficiency.	Professional development and resources for content area reading will be provided to all teachers.	K-12 Literacy Coach	Walkthrough data,lesson plan review, SRI Lexile scores, Coaching process	Lesson plans, Formal Observations, FAIR Data, Coaching Logs
3	Vocabulary strategies are not being used consistently across the curriculum.	Vocabulary training will be provided for all teachers.	Literacy Coach and District Office Staff	FAIR data, Lesson Plans, Walkthrough data, Coaching process	Increased student achievement data, walkthrough data
4	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data,analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The number of students scoring proficient on the FAA will increase by 12% (2) as compared to the 2012 FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In 2012 61% of students taking the FAA scored in Levels 4, 5, 6.			The expected level of performance is that 12% (2) of students tested will score in Levels 4, 5, 6.	

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	Reading strategies are not reinforced at home.	Teachers will communicate clearly the need for parents to assist in reinforcement of reading strategies once a child is home. A parent night will also be held to increase parent awareness and knowledge of strategies to assist their child in improving their reading achievement.	ASD Teachers, Administration	Parent Communication logs, successful parent night.	Parent Communication logs, successful parent night.
2	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully.	New ASD classroom created successfully.
3	ASD teachers and instructional assistants need additional support with reading strategies.	Professional development will be provided for the ASD staff in the area of reading strategies.	Literacy Coach, District Office ESE Staff	Increased student achievement in reading. Classroom observation of reading strategies.	Increased student achievement in reading. Classroom observation of reading strategies.
4	ASD teachers are unfamiliar with the Reading Access Points Standards, which results in standards not being incorporated into the lessons.	Training on the Reading Access Points Standards will be provided to all ASD teachers. As a result the teachers will incorporate Reading Access Points Standards in all lessons	ASD Teachers, Administration, DO ESE Staff	Lesson Plan Review, Walkthrough Data	Lesson Plan Review, Walkthrough Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The number of students scoring in levels 4 and 5 on the FCAT 2.0 Reading will increase by 12% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 148 students scored in level 4 and 5 on the FCAT 2.0 Reading.	In 2013, the number of students scoring in level 4 and 5 on the FCAT 2.0 Reading will increase by 18 compared to 2012.

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	There is a low level of cognitive complexities used for instructional practices in class.	All teachers will utilize level 4 of the Webb's Depth of Knowledge.	All instructional staff.	Lesson plans will show the use of higher cognitive complexity activities and walkthroughs will document higher order questioning strategies.	Lesson plans and walkthrough data

2	There is an assumption that honors level students read at proficient levels. However, students in the honors curriculum courses did not show growth and/or maintain proficiency in levels 4 and 5 on the FCAT 2.0.	Teachers of honors and AP classes will utilize the instructional focus calendars and common assessments to ensure that the curriculum is differentiated and students are challenged.	Teachers of Honors and AP classes and Administration	Walkthrough data and lesson plans will document standards and differentiated curriculum.	Walkthrough data and lesson plans will document standards and differentiated curriculum.
3	College readiness activities are not being implemented in upper level courses.	Teachers of upper level courses will implement college readiness activities throughout their classes.	Teachers of upper level classes.	Lesson plans and walkthough data will show documentation of college readiness activities.	Lesson plans and walkthrough

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The number of students scoring at or above Level 7 on the FAA will increase by 15% (2 students) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 0% of students taking the FAA scored in Levels 7, 8, 9.	The expected level of performance is that 15% (2) of students tested will score in Levels 7, 8, 9.

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	Rigor is not consistent within the ASD classrooms.	Professional Development will be provided for the ASD staff in the areas of Literacy and increasing rigor and expectations for all students.	Administration and ASD Teachers, Department PLC	Classroom observation, lesson plan review	Classroom observation, lesson plan review, increased student achievement on the FAA.
2	Some ASD teachers are not familiar with Access Point Reading Standards, therefore they are not consistently incorporated into lessons.	The ASD PLC will participate in a review of the Access Point Standards for Reading and utilize planning time to plan for consistent incorporation into lessons.	PLC Facilitator, Administration, ASD Teachers	PLC Minutes, Lesson plan reviews and classroom observations.	PLC Minutes, Lesson plan reviews and classroom observations. Increased student achievement on the FAA.
3	Reading strategies are not reinforced at home.	Teachers will communicate clearly the need for parents to assist in reinforcement of reading strategies once a child is home. A parent night will also be held to increase parent awareness and knowledge of strategies to assist their child in improving their reading achievement.	ASD Teachers, Administration	Parent Communication logs, successful parent night.	Parent Communication logs, successful parent night.

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.	The points earned for students making learning gains on the

	Reading Goal #3a:		FCAT 2.0 Reading, will increase by 15% in 2013.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	In 2012, 56 points were earned in the areas of learning gains in Reading.		In 2013, it is expected that the school will earn 64 points for learning gains in Reading.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading strategies being implemented across the curriculum	Teachers in all content areas will implement best practices designed to increase reading comprehension and reference and research skills. These practices include summarizing strategies, vocabulary strategies,graphic organizers, and the use of differentiated instruction.	Administration, Department Heads and Lead Literacy Team.	Walkthrough data review and lesson plan review, coaching process	Walkthrough Data, Formal Observations, FAIR data, Coaching Logs
2	There is little differentiated instruction to account for varied student needs.	Teachers across the curriculum will utilize Pasco STAR to make decisions about areas of student need and will adjust classroom instruction to meet those needs.	Department Heads, Administration, Literacy Coach	Pasco STAR reports, Walkthrough data review, lesson plan review	Walkthrough data, Coaching Logs, Department PLC meeting minutes
3	The connection between FAIR data and classroom instruction is not clearly understood by teachers.	Teachers will meet in small groups with the Literacy Coach to gain knowledge of how to use FAIR data to drive instruction.	Literacy Coach and Administration	Pasco STAR reports, walkthrough data and lesson plan review.	Walkthrough data, Coaching Logs, Department PLC meeting minutes.
4	There is student resistance concerning participation in reading classes.	Reading teachers will continue to use data chats and goal setting with students, continuing to implement the Reading Program with fidelity.	Reading Department Chair, Administration	READ 180 reports, PLC minutes, FAIR scores	READ 180 reports, PLC minutes, FAIR scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The number of students making learning gains on the FAA will increase by 15% (2 students) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 54% of students taking the FAA Reading made Learning Gains.	The expected level of performance is that 15% (2 students) of students tested will make learning gains.

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

	Monitoring	Strategy	
1	Reading strategies are not reinforced at home.	Teachers will communicate clearly the need for parents to assist in reinforcement of reading strategies once a child is home. A parent night will also be held to increase parent awareness and knowledge of strategies to assist their child in improving their reading achievement.	ASD Teachers, Administration	Parent Communication logs, successful parent night.	Parent Communication logs, successful parent night.
2	ASD teachers and instructional assistants need additional support with reading strategies.	Professional development will be provided for the ASD staff in the area of reading strategies.	Literacy Coach, District Office ESE Staff	Increased student achievement in reading. Classroom observation of reading strategies.	Increased student achievement in reading. Classroom observation of reading strategies.
3	ASD teachers are unfamiliar with the Reading Access Points Standards, which results in standards not being incorporated into the lessons.	Training on the Reading Access Points Standards will be provided to all ASD teachers. As a result the teachers will incorporate Reading Access Points Standards in all lessons	ASD Teachers, Administration, DO ESE Staff	Lesson Plan Review, Walkthrough Data	Lesson Plan Review, Walkthrough Data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The number of points earned by struggling students making gains in Reading, as measured by the FCAT 2.0 Reading, will increase by 15% as compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60 points were earned in the area of learning gains made by struggling students making at least a year's worth of progress in Reading.	In 2013, it is expected that the number of points, earned by struggling students making a year's worth of progress on the FCAT 2.0 Reading, will be 69.

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	Teachers are unaware of who makes up the lowest 25%.	Professional development will be provided to all teachers for Pasco STAR allowing them to identify the lowest 25% and access their scores to identify areas of need.	Technology Specialist and PLC Facilitators, Administrators.	Pasco STAR Reports, PLC minutes and differentiated lesson plans	Pasco STAR Reports, PLC minutes and differentiated lesson plans
2	Lowest quartile students do not have adequate reading skills or strategies.	All lowest quartile students are placed in a reading class and are monitored for progress.	Administration and Literacy Coach	Student Schedules, FAIR data for progress	Student Schedules, FAIR data for progress
3	There is student resistance concerning participation in reading classes.	Reading teachers will continue to use data chats and goal setting with students, continuing to implement the Reading Program with fidelity.	Reading Department Chair, Administration	READ 180 reports, PLC minutes, FAIR scores	READ 180 reports, PLC minutes, FAIR scores

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	The percent of students scoring proficient in 2013 will increase by 10%. By the year 2016-17, the % of students scoring non-proficient will be 30% or less.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43% proficient					

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:	The number of White and Hispanic subgroup students scoring proficient on the FCAT Reading will increase by 15%, as compared to 2012 data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 45% (285) of White students scored proficient on the FCAT Reading. 30% (35) of Hispanic students scored proficient on the FCAT Reading	The number of White and Hispanic subgroup students scoring proficient on the FCAT Reading will increase by 15%, as compared to 2012 data.

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	There is a lack of reading strategies being implemented across the curriculum.	Teachers across all curriculum areas will implement reading strategies in their classrooms.	Instructional staff members and Administration	Lesson plans will reflect the use of reading strategies and walkthrough data will document reading strategies.	Lesson plan review and walkthroughs.
2	Data is not used to make instructional decisions.	Teachers will receive professional development in how to access and use data to make instructional decisions.	Literacy Coach, Technology Specialists Administration	Lesson plans will reflect the use of data to differentiate instruction.	Lesson plans will reflect the use of data to differentiate instruction.
3	There is little differentiation of instruction or services for subgroup students.	Professional development will be provided in differentiation. Extended school day and other intensive services will be made available to subgroup students.	Administration, Literacy Coach	Professional development logs,Lesson plans, extended school day rosters.	Professional development logs,Lesson plans, extended school day rosters.

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:	Fivay High School does not have this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fivay High School does not have this subgroup.	Fivay High School does not have this subgroup.

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of students with disabilities (SWD) scoring at proficient levels on the FCAT 2.0 Reading will increase by 10%. At least 50% of students in this subgroup will make learning gains in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 data for this group indicates that only 12% were proficient with 37% making learning gains.	The percent of students with disabilities (SWD) scoring at proficient levels on the FCAT 2.0 Reading will increase by 10%. At least 50% of students in this subgroup will make learning gains in 2013.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not use available data to identify and determine the needs of their lowest quartile.	Teachers will use Pasco STAR data to determine the needs of their lowest quartile and incorporate strategies to meet the needs of these students.	Administration, Technology Specialist, Support Facilitation and Co-teachers	Pasco STAR reports, IPDPs	Walkthrough data, Formal observations
2	Instructional strategies and assessments do not address specific student needs	Co-Teach and Support Facilitate pairs will identify the reading deficiencies of their students and incorporate strategies to remediate.	Department Head, Administration, Lead Literacy Team	Pasco STAR reports, Walkthrough data, FAIR data	Walkthrough data, FAIR data, formal observations
3	Basic education teachers do not fully understand the needs of the SWD.	ESE teachers will hold accessibility meetings to discuss the needs of individual students, including all accommodations and modifications.	ESE Department Chair	Accessibility Meeting Logs	Accessibility Meeting Logs

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:	The percent of students on free and reduced lunch status with proficiency on the FCAT Reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 31% of students on free or reduced lunch status scored at proficient levels on the FCAT Reading.	In 2012, it is expected that the percentage of students on free or reduced lunch status scored at proficient levels on the FCAT Reading will be 41%.

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

			Monitoring	Strategy	
1	Teachers do not use available data to identify and determine the needs of their students.	Teachers will use Pasco STAR data to determine the needs of their students and implement strategies to address those needs.	Administration, Technology Specialist, Instructional Coaches	Pasco STAR reports, Lesson Plans, Walkthrough Data, Team Meetings	Walkthrough data, Formal observations, Walkthrough data, Team meeting minutes, Lesson plan reviews
2	Students need additional support in reading.	Students in this sub group will be targeted to participate in after school reading strategies.	Administration	Extended school day invitations, attendance and activities.	Intensive Reading Lesson Plans Extended school day invitations, attendance and activities. Common Assessment Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Standards and the Instructional Focus Calendar	All	Literacy Coach	School-wide and PLC	September for School-wide. PLC-monthly meetings.	Lesson Plan review and walkthrough	Administration, Instructional Coaches, Lead Literacy Team
Vocabulary Training	All	District Office	School-wide	Semester 1	Lesson Plan Review and walkthrough	Administration, Instructional Coaches, Lead Literacy Team
Learning Focused Strategies 4 day and Follow-up	New Teachers- 4 day, Selected teachers for follow-up	District Office	New Teachers and select teachers with need	District availability of trainings	Lesson Plan Review, walkthrough, New teacher mentor meetings	Lesson Plan Review, walkthrough, New teacher mentor meetings
Facilitator Training	All	District Staff Development	PLC Facilitators	August 2012	PLC meetings and Leadership Team meeting reports	Administration and MTSS Leadership Team

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
Vocabulary Training	Substitutes/stipends	General Operating Funds, CIS, School Advisory Council Funds	$9,000.00

				Subtotal: $9,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $9,000.00

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:	The number of students scoring proficient on the CELLA listening/speaking will increase by 12% (3 students) as compared to the 2012 CELLA test.

2012 Current Percent of Students Proficient in listening/speaking:

In 2012 55% of students taking the CELLA scored proficient on the Listening/Speaking section.

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	Teachers knowing how to implement ESOL strategies in classes.	Review the ESOL plans with teachers Incorporating the ESOL strategies in the classes Tell Me More Language Software	ESOL Resource Teacher Classroom Teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test
2	Identification of the ESOL students by the teachers	Early detection of the students Developing plans to identify the students	ESOL Resource Teacher Administration Classroom Teacher	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test

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:	The number of students scoring proficient on the CELLA Reading will increase by 10% (2 students) as compared to the 2012 CELLA test.

2012 Current Percent of Students Proficient in reading:

In 2012 10% of students taking the CELLA scored proficient on the Reading section.

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

			Monitoring	Strategy	
1	ESOL students in Reading classes	Review the ESOL plans with teachers Incorporating the ESOL strategies in the classes Tell Me More Language Software	ESOL Resource Teacher Classroom Teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test
2	Teachers knowing how to implement ESOL strategies in classes.	Review the ESOL plans with teachers Incorporating the ESOL strategies in the classes	ESOL Resource Teacher Classroom Teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test
3	Identification of the ESOL students by the teachers	Early detection of the students Developing plans to identify the students	ESOL Resource Teacher Classroom Teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	In 2013, there will be a 10% increase in the number of students scoring proficient in writing on the CELLA.

2012 Current Percent of Students Proficient in writing:

In 2012 10% (2) students scored proficient on the CELLA writing test.

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	ESOL students in Reading classes	Review the ESOL plans with teachers Incorporating the ESOL strategies in the classes Tell Me More Language Software	ESOL Resource Teacher Classroom Teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test
2	Teachers knowing how to implement ESOL strategies in classes.	Review the ESOL plans with teachers Incorporating the ESOL strategies in the classes	ESOL Resource Teacher Classroom teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test
3	Identification of the ESOL students by the teachers	Early detection of the students Developing plans to identify the students	ESOL Resource Teacher Classroom teachers Administration	Administration Walkthrough Lesson Plans Student Data from Cella/FCAT Evaluations	Cella Test School Based Pre/Post Test

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The number of students scoring proficient on the FAA will increase by 8% (1 student) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 77% (10 students) of students taking the FAA scored in Levels 4, 5, 6.	The expected level of performance is that 8% (1) of students tested will score in Levels 4, 5, 6.

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	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully. New ASD classroom created successfully.	New ASD classroom created successfully.
2	ASD teachers being unfamiliar with the Algebra I Access Points Standards.	Training on the Algebra IA Access Points Standards Incorporating Algebra IA Access Points Standards in all lessons	ASD Team Teachers Administration	Monitoring of lesson plans Monitoring the professional development	FAA

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The number of students scoring at or above Level 7 on the FAA will increase by 7% (1 student) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 8% of students taking the FAA scored in Levels 7, 8, 9.	The expected level of performance is that 7% (1) of students tested will score in Levels 7, 8, 9.

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	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully.	New ASD classroom created successfully.
2	ASD teachers being unfamiliar with the Algebra IA Access Points Standards.	Training on the Algebra IA Access Points Standards Incorporating Algebra IA Access Points	ASD Team Teachers Administration	Monitoring of lesson plans Monitoring the professional development	FAA

		Standards in all lessons			
3	Increasing the rigor of instruction in the ASD classes.	Working with the teachers and staff to focus more on literacy and math skills Increase the knowledge base of teachers and staff on literacy and math skills	ASD Team Teachers Administration	Monitoring of lesson plans Monitoring the professional development	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The number of students making learning gains on the FAA will increase by 15% (2 students) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 69% of students taking the FAA made learning gains in Math.	The expected level of performance is that 15% (2 students) of students tested will make learning gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully.	New ASD classroom created successfully.
2	ASD teachers being unfamiliar with the Algebra IA Access Points Standards.	Training on the Algebra IA Access Points Standards Incorporating Algebra IA Access Points Standards in all lessons	ASD Team Teachers Administration	Monitoring of lesson plans Monitoring the professional development	FAA

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:	The percentage of students scoring at achievement level 3 on the ALgebra I EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% of students tested scored at or above level 3.	It is expected that the percentage of students scoring at or above level 3 will increase by 10%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data, analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
2	Grading practices in the EOC classrooms are not standards based.	Teachers, of EOC courses, participating in a PLC, will develop and implement common grading practices based on standards.	PLC facilitator, teachers and administration.	Common Grading practices implemented. Common assessment data, PLC minutes.	student grades equating to scores on the EOC.
3	Some students need extra support in Algebra I.	Extended school day opportunities will be utilize for students needing extra support in Algebra.	Extended school day contact, administration.	Extended school day invitations, attendance and activities.	Extended school day invitations, attendance and activities.
4	Students do not take the states assessments seriously, thus they are not a valuable measure of student success.	Grade level PLC will ustilize goal setting data chats with students and students will track their own data on common assessments in ALgebra I.	Grade Level PLC facilitators, teachers	Data tracking and goal setting sheets, data chats.	Data tracking and goal setting sheets, data chats.
5	Test prep for standard testing for both teachers and learners	Algebra Teachers will build common assessments in department teams.	PLC facilitator	Benchmark assessments, common assessments, student performance	Proficiency rate from common assessment
6	Teachers struggle with rigor vs. differentiation.	Training for teachers in differentiation Access and training for use of DOK, standards, strategies within content planning	Math Coach	Student performance on benchmark and common assessments	Algebra I EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students scoring a level 4 or 5 will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 7% (7% level 4, 0% level 5) of the students tested scored at or above level 4.	It is expected that the percentage of students scoring at or above level 4 will be 15%.

Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not take the states assessments seriously, thus they are not a valuable measure of student success.	Grade level PLC will utilize goal setting data chats with students and students will track their own data on common assessments in ALgebra I.	Grade Level PLC facilitators, teachers	Data tracking and goal setting sheets, data chats.	Data tracking and goal setting sheets, data chats.
2	Teachers struggle with rigor vs. differentiation.	Training for teachers in differentiation Access and training for use of Webb's Depth Of Knowledge, standards, strategies within content	Math Coach	Student performance on benchmark and common assessments	Algebra I EOC

		planning			
3	Test prep for standard testing for both teachers and learners	Algebra Teachers will build common assessments in department teams.	PLC facilitator	Benchmark assessments, common assessments, student performance	Proficiency rate from common assessment

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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 # 3A : The percentage of students scoring at proficient levels in Algebra will increase by 10%. By the year 2016-17, the percentage of students scoring non-proficient will be reduced by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48% scored at l					

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:	The percentage of White and Hispanic subgroups students making progress in Algebra will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 41% (105) of White students and 41% (20) of Hispanic students made satisfactory progress in Algebra.	The percentage of White and Hispanic subgroup students making progress in Algebra will increase by 10%. These are the only two subgroups that are represented at Fivay High School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not take the states assessments seriously, thus they are not a valuable measure of student success.	Grade level PLC will utilize goal setting data chats with students and students will track their own data on common assessments in ALgebra I.	Grade Level PLC facilitators, teachers	Data tracking and goal setting sheets, data chats.	Data tracking and goal setting sheets, data chats.
2	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data,analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
3	Some students need extra support in Algebra I.	Extended school day opportunities will be utilized for students needing extra support in Algebra. Students needing further support will be placed in Intensive Math to provide remediation based on individual needs.	Extended school day contact, administration. Intensive Math Teacher	Extended school day invitations, attendance and activities. Intensive Math Lesson Plans	Extended school day invitations, attendance and activities. Common Assessment Data

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	This subgroup is not represented at Fivay High School.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
This subgroup is not represented at Fivay High School.	This subgroup is not represented at Fivay High School.			

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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The percentage of SWD making satisfactory progress in Algebra will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 18% (13) students made satisfactory progress in Algebra. 55 of total 74 students were eligible for a waiver.	The percentage of SWD making satisfactory progress in Algebra will increase by 10%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some SWD students need more support than provided in Support Facillitate setting.	Co-teacher will be utilized in Algebra classes.	Assisstant Principal for Curriculum, ESE Co-Teacher	Common Assessments, Lesson Plans indicating support and differentiation, Walkthroughs	Core K12, Common Assessmenst Data, Walkthrough data
2	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data, analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
3	Some SWD need extra support in Algebra I.	Extended school day opportunities will be utilized for students needing extra support in Algebra. Students needing further support will be placed in Intensive Math to provide remediation based on individual needs.	Extended school day contact, administration. Intensive Math Teacher	Extended school day invitations, attendance and activities. Intensive Math Lesson Plans	Extended school day invitations, attendance and activities. Common Assessment Data

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The number of students in this subgroup will increase by 12% over the 2012 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 41% (118) of students scored proficient on the Algebra I EOC.	The number of students in this subgroup will increase by 10% (12) students over the 2012 Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data, analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
2	Some students need extra support in Algebra I.	Extended school day opportunities will be utilized for students needing extra support in Algebra. Students needing further support will be placed in Intensive Math to provide remediation based on individual needs.	Extended school day contact, administration. Intensive Math Teacher	Extended school day invitations, attendance and activities. Intensive Math Lesson Plans	Extended school day invitations, attendance and activities. Common Assessment Data
3	Students are not taking advantage of free breakfast during testing opportunities.	Create a video through TV Productions class on the importance of eating breakfast on testing days. School connects message to parents reminding them of free breakfast opportunities.	FNS staff, TV Production Teacher and Administration.	The number of breakfast meals served during testing opportunities.	The number of breakfast meals served during testing opportunities.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percentage of students scoring at Level 3 on the Geometry EOC will meet the District percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no level 3 data for this EOC for 2012. However, 60% of 9th graders tested and 17% of 10th graders tested scored in the top tier.	The percentage of students scoring at Level 3 on the Geometry EOC will meet the District percentage.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data, analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
2		Teachers are not familiar with the Geometry EOC Exam Test benchmarks and item specifications.	Geometry teachers will participate in unpacking the standards and review test specifications. Geometry teachers will participate in a PLC with the goal of developing common assessments, monitoring student achievement, and tracking standards mastery.	Department Chair, Administration and EOC PLC Facilitator	Lesson Plan review will show standards addressed in classrooms as well as walkthrough data. Bi-monthly data review of standards mastery Lesson Plan Review and Walkthrough.	Lesson Plans, Walkthrough Data, PLC Spreadsheets and meeting minutes
3		Teachers are unfamiliar with the use of data from Core K12 and Common Assessments to drive instruction.	Core K-12 Geometry will be used to assess student baseline data and to evaluate progress toward meeting proficiency. EOC PLC to assess data and develop effective instructional strategies for re-teaching and extension.	Department Chair, Administration and EOC PLC Facilitator	Core K-12 scores will be collected twice throughout the year. Common assessments will be developed to address each of the standards on the Geometry EOC.	Core K-12 Geometry Exam Common Assessment spreadsheets

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:	The percentage of students scoring at or above level 4 on the Geometry EOC will meet the District percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The student scores were not placed into levels in 2011, however 25% of students tested, scored in the highest tier of scores.	The percentage of students scoring at or above level 4 on the Geometry EOC will meet the District percentage.
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		Teacher developed assessments lack the rigor to extend already proficient students.	EOC PLC will develop common assessments containing at least 60% of the questions at level 2 or higher on Webb's Depth of Knowledge	EOC PLC facilitator	Common assessment data collection	Common Assessment Spreadsheets
2		There is an assumption that students in the honors level course do not need to review structure of the exam questions or test taking strategies.	All Geometry teachers will utilize the Instructional Focus Calendar for Literacy to insure review of reading strategies. They will also review the structure of the exam and incorporate exam	Geometry teachers and EOC Facilitator.	Common assessment review, Lesson Plan review Common assessment review, Lesson Plan review	Common Assessment data spreadsheets. Lesson plans

		type questions in their common assessments.			
3	Teachers struggle with rigor vs. differentiation.	Training for teachers in differentiation Access and training for use of DOK, standards, strategies within content planning	Math Coach	Student performance on benchmark and common assessments	Common Assessment spreadsheets and Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : The percentage of students scoring at proficient levels in Geometry will be determined in 2012-13 for the baseline data.

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:	The percentage of students, in our identified subgroups, scoring proficient will meet the district average for these subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fivay High School does not have an Asian or American Indian subgroup. 31% (85/277) White students scored in the lowest tier, 42% (5/12) Black students scored in the lowest tier and 49% (21/43) Hispanic students scored in the lowest tier on the 2012 Geometry EOC.	The percentage of students, in our identified subgroups, scoring proficient will meet the district average for these subgroups.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not take the states assessments seriously, thus they are not a valuable measure of student success.	Grade level PLC will utilize goal setting data chats with students and students will track their own data on common assessments in Geometry.	Grade Level PLC facilitators, teachers	Data tracking and goal setting sheets, data chats.	Data tracking and goal setting sheets, data chats.
2	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data, analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
3	Some students need extra support in Geometry.	Extended school day opportunities will be utilized for students needing extra support in Geometry.	Extended school day contact, administration.	Extended school day invitations, attendance and activities.	Common Assessment Data

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

3C. English Language Learners (ELL) not making

satisfactory progress in Geometry.

Geometry Goal #3C:

	This subgroup is not represented at Fivay High School.

2012 Current Level of Performance:	2013 Expected Level of Performance:
This subgroup is not represented at Fivay High School.	This subgroup is not represented at Fivay High School.

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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The percentage of students in this subgroup scoring proficient will meet the district average for this subgroup.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25 of 48 (52%) students tested scored in the lowest tier on the Geometry EOC.	The percentage of students in this subgroup scoring proficient will meet the district average for this subgroup.

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	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data,analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
2	Some SWD students need more support in Geometry.	Support Facillitate-teacher will be utilized in Geometry classes.	Assisstant Principal for Curriculum, ESE Support Facillitate Teacher	Common Assessments, Lesson Plans indicating support and differentiation,Walkthroughs	Core K12, Common assessmenst Data, Walkthrough data
3	Support Facillitate Teachers are not fully aware of standards tested on the Geometry EOC.	Geometry Support Facillitate Teachers will participate in an EOC PLC designed to develop common assessments based on tested standards and track data regarding student mastery.	Administration, EOC PLC Facillitator	Core K12 and Teacher developed common assessment data	Core K12, Common Assessment spreadsheets

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:			The percentage of students in this subgroup scoring proficient will meet the district average for this subgroup.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 39% (77) of the students in this subgroup scored in the lowest tier.	The percentage of students in this subgroup scoring proficient will meet the district average for this subgroup.

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	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data, analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
2	Teachers struggle with rigor vs. differentiation.	Training for teachers in differentiation Access and training for use of Webb's Depth of Knowledge, standards, strategies within content planning	Math Coach	Student performance on benchmark and common assessments	Geometry EOC
3	Some students need extra support in Geometry.	Extended school day opportunities will be utilized for students needing extra support in Geometry.	Extended school day contact, administration.	Extended school day invitations, attendance and activities.	Common Assessment Data

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
Common Grading Practices	9-12	PLC Facilitator and Administration	PLC-EOC teachers	On-going twice monthly meetings	Data review in the PLC, attendance logs, presentations to faculty and leadership team.	Administration

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
Provide Calculators for all students for the EOC exams.	State approved calculators.	Capital Outlay	$1,000.00
Test design and review materials will be provided for all teachers of Algebra and Geometry.	Review materials	General Operating Funds	$250.00
			Subtotal: $1,250.00
			Grand Total: $1,250.00

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:	The number of students scoring proficient on the FAA will increase by 25% (1) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 75% (3) of students taking the FAA scored in Levels 4, 5, 6.	The expected level of performance is that 25% (1) of students tested will score in Levels 4, 5, 6.

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	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully.	New ASD classroom created successfully.
2	ASD teachers being unfamiliar with the Science Access Points Standards.	Training on the Science Access Points Standards. Incorporating Science Access Points Standards in all lessons.	ASD Team Teachers Administration	Monitoring of lesson plans Monitoring the professional development	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The number of students scoring at or above Level 7 on the FAA will increase by 50% (2) as compared to the 2012 FAA.

2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored at or above Level 7 on the 2012 FAA.	The expected level of performance is that 50% (2) of students tested will score at or above Level 7 on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully.	New ASD classroom created successfully.
2	ASD teachers being unfamiliar with the Science Access Points Standards.	Training on the Science Access Points Standards. Incorporating Science Access Points Standards in all lessons.	ASD Team Teachers Administration	Monitoring of lesson plans. Monitoring the professional development.	FAA

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:	The percentage of Fivay students scoring proficient on the Biology EOC exam will meet or exceed the district percentage.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 26% (98) of students scored at in the top tier on the Biology EOC. The score for Achievement Level 3 has not yet been determined.	In 2013, it is expected that the percentage of students scoring proficient on the Biology EOC will meet or exceed the district percentage.

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	Vocabulary strategies are not being used consistently across the curriculum.	Vocabulary training will be provided for all teachers.	Literacy Coach and District Office Staff	FAIR data, Lesson Plans, Walkthrough data, Coaching process	Increased student achievement data, walkthrough data
2	Staff members are unfamiliar with how to locate and interpret data and data is not consistently used to guide classroom teaching decisions.	Teachers will be trained on where to find data,analyze data, and how to use the data to guide classroom decisions.	Administration, Instructional Coaches	Walkthrough data, lesson plans	Increased student achievement data, walkthrough data
	Teachers are not familiar with the Biology EOC Exam Test benchmarks and	Biology teachers will participate in unpacking the standards and review	Department Chair and Administration EOC PLC Facilitator	Lesson Plan review will show standards addressed in classrooms as well as	Lesson Plan Review and Walkthrough.

3	item specifications.	test specifications. Biolibly teachers will participate in a PLC with the goal of developing common assessments, monitoring student achievement, and tracking standards mastery.		walkthrough data. Bi-monthly data review of standards mastery	PLC Spreadsheets and meeting minutes
4	Teachers are unfamiliar with the use of data from Core K12 and Common Assessments to drive instruction.	Core K-12 Science will be used to assess student baseline data and to evaluate progress toward meeting proficiency. EOC PLC to assess data and develop effective instructional strategies for re-teaching and extension.	Department Chair and Administration EOC PLC Facilitator	Core K-12 scores will be collected twice throughout the year. Common assessments will be developed to address each of the standards on the Biology EOC.	Core K-12 Biology Exam Common Assessment spreadsheets
5	MTSS self study review of classroom practices from 2012 showed mid- level engagement and low level cognitive practices.	Teachers will effectively utilize bell to bell instruction and ensure mid to high level of cognitive complexity activities for students within each class.	All Science Teachers/Instructional Coach for Science	Staff will effectively use the Webb's Depth of Knowledge Chart, specifically, level 3 and 4 when designing classroom assessments.	Lesson Plan Review and Walkthrough data will show evidence of high level complexity.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	In 2013, the percentage of students scoring at or above level 4 on the Biology EOC, will meet the district percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Achievement levels have not yet been set for the Biology EOC. However, 26%(98) of the students tested in 2012 scored in the highest third.	In 2013, the percentage of students scoring at or above level 4 on the Biology EOC, will meet the district percentage.

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 Teacher developed assessments lack the rigor to extend already proficient students.	EOC PLC will develop common assessments containing at least 60% of the questions at level 2 or higher on Webb's Depth of Knowledge	EOC PLC facilitator	Common assessment data collection	Common Assessment Spreadsheets
2 The is an assumption that students in the honors level course do not need to review structure of the exam questions or test taking strategies.	All Biology teachers will utilize the Instructional Focus Calendar for Literacy to insure review of reading strategies. They will also review the structure of the exam and incorporate exam type questions in their common assessments.	Biology teachers and EOC Facilitator.	Common assessment review, Lesson Plan review	Common assessment review, Lesson Plan review

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 Mining	All	Administration/Instructional Coaches	School-wide and continuing in PLC	August-School-wide, Weekly PLC meetings	PLC meetings, lesson plan review, walkthrough data, data chats with Instructional Coaches	Administration and Instructional Coaches

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:	The percent of students meeting high standards on the FCAT Writing will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In 2012, 81% of students in grade 10 met high standards in Writing.	In 2013, it is expected that the percentage of students meeting high standards on the FCAT Writing will increase by 10%.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing is not incorporated in all classrooms	Teachers will include writing assignments for all students at least weekly. Teachers will incorporate summarizing strategies into lesson plans increasing writing opportunities.	Administration and Literacy Coach	Lesson Plan review will as well as walkthrough data will show evidence of writing in all classrooms.	Lesson Plans and Walkthrough
2	Language Arts teachers are not familiar with the changes that have been made to the FCAT Writing Exam.	Teachers will participate in unpacking the standards and understanding the FCAT Writing within their department PLC.	Team Leader and Administration	Teachers will participate in PLC's to develop common activities to improve student writing scores.	Common writing activities reflected in lesson plans.
3	There is a lack of baseline data for writing.	Teachers will conduct monthly writing assessments, beginning in November through grade level PLC's.	Lead Literacy Team and Literacy Coach	Student writing will be scored using a common rubric and data will be reviewed as part of the PLC activities.	Student writing.
4	Students are allowed to use poor grammar and texting language on writing assignments.	All teachers will require that students use proper English, grammar, spelling and punctuation.	All teachers	Review of student work.	Student writing.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The number of students scoring proficient on the FAA will increase by 13% (1) as compared to the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% (5) of students taking the FAA scored in Levels 4 or above.	The expected level of performance is that 13% (1) of students tested will score in Levels 4 or above.

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	An additional ASD classroom is needed to provide more effective grouping opportunities for ASD students.	An additional ASD allocation will be provided and new teacher will be hired.	District Office ESE Staff and Administration.	New ASD classroom created successfully.	New ASD classroom created successfully.
2	ASD teachers are unfamiliar with the Writing Access Points Standards, which results in standards not being incorporated into the lessons.	Training on the Writing Access Points Standards will be provided to all ASD teachers. As a result the teachers will incorporate Writing Access Points Standards in all lessons	ASD Teachers, Administration, DO ESE Staff	Lesson Plan Review, Walkthrough Data	Lesson Plan Review, Walkthrough Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing to Learn	All	Instructional Coaches	School-wide	Quarter 1	Follow-up through PLC meetings and data chats with Instructional Coaches	Instructional Coaches and Lead Literacy Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	The percentage of students scoring at achievement level 3 will meet or exceed the District percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	The US History EOC was not administered in 2012.		The percentage of students scoring at achievement level 3 will meet or exceed the District percentage.	

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	Teachers are unfamiliar with specific strategies that can be used within their content area to increase reading proficiency.	Professional development and resources for content area reading will be provided to all teachers.	K-12 Literacy Coach	Walkthrough data, lesson plan review, SRI Lexile scores, Coaching process	Lesson plans, Formal Observations, FAIR Data, Coaching Logs
2	Vocabulary strategies are not being used consistently across the curriculum.	Vocabulary training will be provided for all teachers.	Literacy Coach and District Office Staff	FAIR data, Lesson Plans, Walkthrough data, Coaching process	Increased student achievement data, walkthrough data
3	The US History EOC has not been administered before so teachers are not familiar with the structure of standards that will be tested.	US History teachers will engage in PLC activities designed to help familiarize themselves with the structure and standards tested on the EOC. They will then incorporate the information into their lesson plans.	Social Studies Department Chair, PLC facilitator.	Lesson Plan Review	Lesson Plan Review

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:	The percentage of students scoring at level 4 on the US History EOC will meet or exceed the District percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The US History EOC was not given in 2012 so there is no data.	The percentage of students scoring at level 4 on the US History EOC will meet or exceed the District percentage.

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	There is a low level of cognitive complexities used for instructional practices in Social Studies classes.	Social Studies teachers will utilize level 4 and level 5 of the Webb Depth of Knowledge.	Administration, Social Studies Department Chair and PLC facilitator.	Lesson plans will show the use of higher cognitive complexity activities and walkthroughs will document higher order questioning strategies.	Lesson plans and walkthrough data
2	US History teachers are not familiar with the structure and standards that are being tested on the US History EOC.	US History teachers will participate in PLC activities designed to familiarize themselves with the structure and standards tested on the EOC and incorporate them into lesson plans.	Administration, Social Studies Department Chair and PLC facilitator.	Lesson Plan Review, PLC minutes, walkthrough data	Lesson Plan Review, PLC minutes, walkthrough data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC US History	11th Grade US History	District	US History Teachers	August 16, 2012	EOC committee	Administration

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students attending on a regular basis (less than 10 absences per semester) will increase.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, 481 students missed 5 or fewer days in any one class for semester one. 310 students missed 5 or fewer days in any one class for semester two. The total population for the school was 1517.	In 2013, it is expected that student attending on a regular basis will increase by 10%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

In 2012, 190 students(13%) missed 10 or more days in any one class for semester one. 315 students(21%) missed 10 or more days in any one class for semester two. The total population for the school was 1517.	In 2013, the number of students missing 10 or more days in a semester will decrease by 10%.	

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, the number of students with more than 10 tardies was 415 of 1517 students enrolled during the year or 27%.	In 2013, the number of students with more than 10 tardies will be at or below 25%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to encourage the expectation of coming to school.	The MTSS team and the attendance committee will design and implement an attendance incentive program.	MTSS coach and Team leader	Program will implemented review of attendance data will be conducted monthly.	Review of attendance data monthly.
2	Family issues exist that keep students from coming to school on a regular basis.	Parents will be encouraged to plan vacations and appointments outside of school time and the SSW will work with families who may need assistance.	SSW and administration	Review of attendance data monthly.	Review of attendance data monthly.
3	Students do not see the need to be on time for class.	Staff will enforce the current tardy policy and teachers will engage students in relevant learning opportunities from bell to bell.	All staff	Review of tardy data monthly, lesson plan review and walkthroughs	Review of tardy data monthly, lesson plan review and walkthroughs
4	Students are not connected with adults in the school.	Grade Level PLC groups will work together to develop strategies to mentor students in the grade level.	All Staff	MTSS team will review attendance data monthly for students assigned a mentor.	MTSS team will review attendance data monthly for students assigned a mentor.
5	Consequences for non-attendance are not consistently monitored and applied.	Administration and Athletic Director will work with coaches and club sponsors to monitor attendance and apply consequences consistently.	Administration and Athletic Director	No-go list will be generated and monitored.	Improved student attendance and ability to participate in activities.

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:	The number of suspension incidents will decrease by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, 581 incidents lead to in-school suspension.	The number of in-school suspension incidents will decrease by 10%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, 282 students(19%) received in-school suspension.	The number of students receiving in-school suspension will decrease by 10%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, 295 incidents led to out of school suspension.	The number of out of school suspension incidents will decrease by 10%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, 180 students(12%) received out of school suspension.	The number of students placed on out of school suspension will decrease by 10%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Expectations for behavior are not consistent across the campus.	The MTSS team will assist with the implementation of school-wide behavioral expectations and Tier 1 behavior supports.	MTSS team and Administration	Review of discipline data monthly.	Review of discipline data monthly.
2	A positive behavior support system is not in place.	The MTSS team will work with the school based leadership team to develop a positive behavior support system that will be implemented by the beginning of semester 2.	MTSS team SBLT and Administration	Positive behavior support system implementation and monitoring of data monthly.	Positive behavior support system implementation and monitoring of data monthly.
3	Teachers need support with discipline interventions.	The MTSS team will provide a discipline flowchart and interventions for infractions.	MTSS Team	Review of Discipline Data	Review of data
4	The In-school Suspension program is not used as an opportunity to reteach school-wide behavioral expectations.	A ninth grade ISS program with learning activities pertaining to behavior will be developed and implemented. Behavior specialist support and goal setting will be utilized in both ISS programs.	Behavior Specialist and Administration	Review of ISS data, and school-wide discipline data.	Review of ISS data, and school-wide discipline data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Falcon Creed and Falcon 500	All	Administration	School-wide	August 2012	Classroom walkthrough data, SWITS use data	Administration and MTSS Leadership Team

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.*	The number of students dropping out of FHS, not pursuing another educational route will decrease.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Fivay High School dropout rate is not currently available.	In 2013, it is expected that students who drop out of FHS without pursuing another educational route will decrease.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Fivay High School has no graduation rate at this time.	In 2013, it is expected that the graduation rate for FHS will meet the state graduation rate.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need assistance in meeting graduation testing requirements.	Students will be placed in intensive reading or a math class for intervention or the credit recovery program for credit recovery.	Assistant Principal	Review of student schedules.	Review of student schedules.
2	Students lack credits to graduate.	The Graduation Enhancement (GEP) department will identify students needing to participate in credit recovery, adult education or online coursework to make up needed credits for graduation.	GEP Department and Administration	Students will be enrolled in the correct programs.	Program enrollment and records.
	Teachers need to be	Teachers, working	PLC Leaders,	Lesson plans will reflect	Lesson Plan

3	aware of these students and their remediation needs.	independently or in PLC groups will use Pasco STAR and/or the RtI database to identify areas of need for each of the students they teach.	Administration Guidance Counselors	remediation strategies. Database reports.	review and walkthrough data. Database reports.
4	Students do not understand and participate in concordant testing.	The students will be made aware of ACT/SAT dates, how to register and the importance of taking these tests in hopes of earning a concordant score for graduation.	GEP Department and Guidance	Student test data.	Student test data.
5	Teachers are not aware of the Early Warning System.	Teachers will utilize the early warning system to identify students not meeting expectations for graduation and will refer them to the SSAP/GEP for increased interventions.	All teacher and Administration.	Early Warning system training and referrals to SSAP/GEP.	Early Warning system training and referrals to SSAP/GEP.

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

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

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

Dropout Prevention Budget:

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

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.*	Fivay High School will increase parental participation in school activities that are not athletic in nature.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Currently there is little participation by parents in activities that are held for purposes other than athletics or Open House.	There will be an increase in the number of parents who participate in school activities.

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	Communication is required for successful parental involvement.	The staff will utilize School Connects, web site information, eSembler, newsletters, notes homes and phone calls to communicate with parents about school events.	Media Contact, Administration, Newsletter Coordinator	Log of contacts, increased participation at school events.	Parent Sign-in, Attendance at events.
2	It is often difficult to attend evening events due to child care.	Childcare will be offered at all evening events not related to athletics.	Volunteer Coordinator and Administration.	Increased attendance at school events.	Increased attendance at school events.
3	Parental involvement must be a priority.	Volunteers for a parental involvement coordinator and committee will be identified. This group will work to coordinate parental involvement activities.	Administration	Increased participation and positive comments from parents.	Increased participation and positive comments from parents on the parent survey.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SWITS	ALL	Administration	School-wide	August-October	Monitoring of SWITS	Administration

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:	We will increase the number of opportunities for students to participate in STEM related courses, activities and certification endorsements.

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	There is insufficient interest in Advanced Placement Science Courses.	Science teachers will be surveyed for interest in teaching AP courses and then provided with training and resources for marketing the class.	AP for Curriculum	Teacher attendance at training and student registration for the course in the Spring.	Successful course offering in the Spring.
2	There is limited participation in STEM related clubs and other STEM courses and activities.	Improve advertising, enrollment and participation of existing/new clubs,and evening activities to promote STEM courses and activities.	Teachers of STEM programs and club sponsors.	Increased participation/ enrollment in the STEM courses and clubs.	Increased participation/ enrollment in the STEM courses and clubs.
3	There is a limited number of STEM activities available for students on our campus.	Teachers will be encouraged to utilize guest speakers from STEM related careers, to participate in STEM related projects and to sponsor clubs or	Volunteer Coordinator, Teachers and Club sponsors.	Volunteer Log for Guest Speakers, Increased number of STEM related activities on campus.	Volunteer Log for Guest Speakers, Increased number of STEM related activities on campus.

		activities such as Science Fair, STEM Night, etc…			
4	Some teachers are not aware of STEM and/or how to incorporate these activities into their curriculum.	An introduction to STEM and related activities will be presented to all teachers, with ideas on how to incorporate activities into any curriculum area.	Science Coach, Math Coach	Lesson Plan review, increased number of STEM related activities in classrooms.	Lesson Plan review, increased number of STEM related activities in classrooms.

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
Introduction and Overview of STEM	All PLC Groups	Math and Science Coaches	School-wide	Semester 1	Lesson Plan review and walkthrough data	Math and Science Coach and Administration
Science Fair	Science	District Meeting	Science Fair Coordinator	September	Science Fair participation	Fair coordinator and Science Department Chair

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

	Based on the analysis of school data, identify and define areas in need of improvement:				
	1. CTE CTE Goal #1:		The number of students completing industry certification will increase in all CTE programs.		
	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	There is limited enrollment in our Health and Emergency Services Academy beyond the entry year.	Teachers in the academy will work to design strategies that will encourage students to complete the program and to take the industry certification.	Teachers in the Academy	Increased enrollment and continued enrollment through the upper level courses and industry certification exams.	Increased enrollment and continued enrollment through the upper level courses and industry certification exams.
2	The First Responder industry certification exam has a very low passing rate both in the school, county and state.	First Responder teacher will participate in professional development to increase strategies for teaching the material. Additional resources will be provided for both teacher and student.	First Responder Teacher and Administration	Increased passing rate on the industry certification exam.	Increased passing rate on the industry certification exam.
3	There are limited industry certifications available to our programs.	Teachers will work to increase the number of industry certifications that our programs qualify for. Specifically investigating Criminal Justice, EKG and Business certifications.	CTE Teachers and Administration working with the District Office.	Increased industry certifications available to our students.	Increased industry certifications available to our students.

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 Mining and Industry Certification Preparation	PLC CTE	PLC Facilitator	CTE teachers	ongoing	PLC meeting minutes	Administration

CTE Budget:

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

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

Professional Development

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

Other

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

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

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary Training	Substitutes/stipends	General Operating Funds, CIS, School Advisory Council Funds	$9,000.00
				Subtotal: $9,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide Calculators for all students for the EOC exams.	State approved calculators.	Capital Outlay	$1,000.00
Mathematics	Test design and review materials will be provided for all teachers of Algebra and Geometry.	Review materials	General Operating Funds	$250.00
				Subtotal: $1,250.00
				Grand Total: $10,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds will be used for projects that are designed to increase student achievement.	$4,000.00

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

The School Advisory Council will review and revise the School Improvement Plan. They will participate in classroom walkthrough activities and provide assistance with parent involvement, intensive student services and the career academy.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Pasco School District FIVAY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	67%	68%	34%	209	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	43%	69%			112	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?	42% (NO)	59% (YES)			101	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					422	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

No Data Found