FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EVANS HIGH

District Name: Orange

Principal: Jenny Gibson-Linkh

SAC Chair: Charlene Sears-Tolbert

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jenny Gibson-Linkh	Bachelors Masters, Educational Leadership, Nova Southeastern University	1	11	As the Assistant Principal in charge of instruction at Olympia in 2001, Mrs. Gibson-Linkh coordinated the master schedule efforts that included rigorous courses, reading and remedial courses. She ensured students in ESE and ESOL received needed assistance and scheduled the lowest 25% by hand to ensure each students' needs were met. Olympia consistently earned an FCAT grade of "B" every year she was an Assistant Principal there. In 2005 – 2007 Mrs. Gibson-Linkh was the API at Jones High School leading them in the same rigorous coursework which was instrumental in the school grade moving from an "F" to a "D". In 2007 Mrs. Gibson-Linkh returned to Olympia as Principal and led the administrative team to proficiency in the use of data and monitoring procedures ensuring rigor in all classrooms. She led

					teachers and administration in working closely with AYP using AYP roster strategies. Under Mrs. Gibson-Linkh's leadership Olympia's grade moved from a "B" to an "A" and consistently remained an "A".
Assis Principal	Kamilah Holden	Bachelor of Science in Biology Masters Degree in Educational Leadership	4	1	In 2008 Ms. Holden was at Oakridge High School where their FCAT Science score rose by five percentage points in one year. Ms. Holden has one year in Los Angeles school system, and five years at Hillsbrough County, FL school system. Ms. Holden was instrumental in school improvement in 2010 - 2011 which led to a 2 point improvement in FCAT Science (3 and above). Ms. Holden was part of the team that provided Lesson Study for the Science department and she provided side-by-side coaching for Science teachers. In 2011 – 2012 Ms. Holden was part of the team that led FCAT scores to historic highs for a 35 point gain.
Assis Principal	Hector Maestre III	Associate of Arts Degree in Education from Valencia Community College Bachelor of Science Degree in Social Science Education from the University of Central Florida Master of Arts degree in Administration from Grand Canyon University Education Specialist Degree in Educational Leadership from the University of Central Florida	1	1	In 2007, Hector Maestre was at Colonial High School where AP Social Studies pass rates doubled over a period of four years. Mr. Maestre also played a vital role in school reading performance as he contributed to the school receiving a "B" for the first time in the history of the state grading system. In 2011 - 2012, Mr. Maestre taught AP Social Studies at Olympia High School growing the program's pass rate and contributing to the school's acceleration points. While there he also coordinated Algebra I Tutoring on Saturdays for a program established to offer additional support to students taking the End of Course exam in that area. The program achieved great success catapulting Olympia High School into the top performers on the Algebra 1 EOC in the district.
Assis Principal	Kenya Nelson-Warren	Bachelors Degree with a concentration in Creative and Technical Writing from the University of Central Florida Masters Degree in PublicAdministration and a Masters in Educational Leadership from Troy University Language Arts Certification 6-12, Educational Leadership K-12	15	4	For the past 15 years at Evans High School, Trojan graduate Kenya Nelson-Warren has served in numerous roles: English teacher, Curriculum Resource Teacher, Department Head, Curriculum Leader and Assistant Principal and also former Evans "Teacher of the Year". As the Assistant Principal in charge of Language Arts and Writing Ms. Nelson-Warren headed the efforts that led to 3 point improvement in FCAT Reading, 4 point improvement in Reading learning gains and a 10 point improvement in Reading (Lower 25 Learning Gains). In 2010 – 2011 Ms. Nelson-Warren was part of the Leadership Team that led to a historic increase of the school grade to a "C". In 2011 – 2012 Ms. Nelson-Warren led the efforts that increased writing scores by 18 percentage points and was part of the team that led the overall FCAT points to a new high with Reading gains increasing 18 percentage points for 54% and the lowest 25% in reading increasing 19 percentage points for 64%. Ms. Nelson-Warren is exceptionally knowledgeable in the areas of curriculum, instruction and literacy: critical reading, writing, and problem solving. As a trainer for the district in the areas of Alternative Certification Program (ACP), Professional Learning Communities (PLC) and Thinking Maps, Kenya spends significant time leading professional development and working with new teachers on learning strategies. As the Assistant Principal in charge of Language Arts and Writing in 2010, Kenya helped lead Evans High School to a dramatic improvement and historic high on

					FCAT Writes on the 2010 FCAT.
Assis Principal	Christine Rogers	B.S. Health Services Admin. Masters in Science Education EDS Education Leadership Certifications: Biology 6-12, Education Leadership K-12	1	1	As a teacher in Osceola County from 2005 – 2008, Mrs. Rogers worked with the UCF and STEM program to provide training to teachers and incorporated STEM into the science content area. Incorporating STEM had an important role increasing overall student achievement resulting in the school raising the school grade from a D to a B. As a Dean, Mrs. Rogers worked closely with Olympia's student population monitoring student attendance and graduation rate. Olympia's graduation rate increased by one percent for the 2010 – 2011 school year.
Assis Principal	Amy Ellis	Bachelors of Arts in Music from Florida State University. Masters Degree in Music Education with an emphasis in Film Scoring and Digital Music. Certified in Educational Leadership from Stetson University. Certified Life Coach Practitioner	2	2	Amy Ellis has worked in Orange County Public Schools for over 18 years as a coach, teacher and a trainer. Her early work in the schools involved teaching core subjects to students in alcohol treatment facilities and juvenile justice programs. Amy's passion for reaching out to youth and families experiencing hardships in life led her to working in drug, alcohol, and violence prevention & intervention services. In 2000, she began working as an OCPS Prevention Specialist in West Orange County, and was asked in 2003 to join the Student Assistance and Family Empowerment (SAFE) team at the OCPS District Office. Amy worked as a District SAFE Coordinator until the position's federal elimination in 2010. During these years, she developed district-wide prevention programs and campaigns, trained and coached administrators, teachers, students & parents, gave support to school-based SAFE programs, and coordinated crisis team efforts in the schools. In the fall of 2010, Amy moved into the role of an Intervention Specialist at Evans High School where she worked with juvenile offenders, at-risk youth, and Haitian families. She currently serves as Senior Administrator developing the first community school of its kind in Florida, where students have access to school-based mental health counseling, coaching and mentoring sessions, medical services, academic enrichment activities, and after school programs.

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)
Writing	Gerai Mays	Bachelor of Science in Psychology; Master of Science in Human Resource Mgmt (Master of Science in Ed Leadership expected in 2012); Certified in English 6-12	2	2	Ms. Mays came to Evans High School at the end of 2010 from Freedom High School where she led 9th and 10th grade Language Arts gains. Ms. Mays was at Freedom High School for 7 years as a 9th and 10th grade Language Arts teacher. Her professional evaluations indicate her strong emphasis on student engagement and student learning. Ms. Mays was instrumental and part of the team at Evans High School in 2011 which led to FCAT Reading improving by 3 points, Reading (Learning Gaines) improving 4 points and Reading (Lower 25 Learning Gaines) improving 10 points. Ms. Mays has been instrumental in developing and implementing Evans High School Literacy Plan for SY 2011 – 2012 which led to an increase of 17 percentage points in writing.

Math	Rachel Bamman	Bachelor of Science in Psychology; Master of Science in Mathematics; Doctorate of Education. Certified 6-12 in Math, Psychology, Sociology and Gifted endorsement.	6	6	In Dr. Bamman's tenure as department chair at Blance Ely High School she developed a successful Math FCAT program and served as Director of their College Dual Enrollment Program. Dr. Bamman was instrumental in increasing the FCAT grade at Evans High School by 50 points in SY 2007-2008. Dr. Bamman was instrumental in school improvement in 2010-2011 in FCAT Math (Learning Gains) which improved 5 points and the Math (Lower 25) which was the 4th highest in the district and led to Evans high school grade increasing to a "C". Dr. Bamman facilitated Lesson Studies for the Math department provided teachers with strategies and templates for implementation as well as side-by-side coaching. In SY 2011-2012 Dr. Bamman was part of a team that provided side-by-side coaching that led 72% of the lowest 25% to learning gains, which is a 6% increase.
Math	Clarence Truitt	Bachelors of Mathematics, Masters of Math education. Certified in Math 6-12.	6	6	In 1993-2006 Mr. Truitt was at COPE Center North in Miami-Dade Public Schools where he also served as EESAC Chairperson and Math Department Chair In 2007-2008 Mr. Truitt was instrumental in increasing Evans High school FCAT grade by 50 points due to the side-by-side coaching he provided to teachers. Mr. Truitt was instrumental in school improvement at Evans High school in 2010-2011 in FCAT Math (Learning Gains) which improved 5 points and the Math (Lower 25) which was the 4th highest in the district and which led to Evans school grade increasing to a "C". In SY 2011-2012 Mr. Truitt was part of a team that provided side-by-side coaching that led 72% of the lowest 25% to learning gains, which is a 6% increase.
Reading	Esther Hodge	Bachelors in Business Administration Masters in Business Administration and Educational Leadership Reading Endorsement K - 12 Certified in English 6-12 and Business 6-12	13	3	Mrs. Hodge was elected "Teacher of the Year" twice at Evans High School. She was instrumental in school improvement at Evans High School in 2010-2011 which led to FCAT Reading improving by 3 points, Reading (Learning Gains) improving 4 points and Reading (Lower 25 Learning Gains) improving 10 points and in achieving an increased school grade of a "C". Ms. Hodge was part of a team that provided side-by-side coaching for teachers and tutors regarding differentiated instruction and the use of stations in the classroom. She has been instrumental in assisting students with AYP each year during her tenure at Evans High School. She has served as Department Chair for the Reading Department and continues to be a support and mentor to teachers. As a result of her contributions to the reading team, 88% of the seniors who took the ACT, SAT, or FCAT was able to graduate with their class in 2010-2011. Ms. Hodge was instrumental in 2011-2012 for increased writing scores by 17 percentage points and Reading gains increasing 18 percentage points for 54% and the lowest 25% in reading increasing 19 percentage points for 64%.
Reading					Dr. Cain, was lead reading teacher at Apopka Elementary from 1990 to 1995. She was awarded an Outstanding Title I Achievement Certificate for school-wide reading gains on the Stanford Achievement Test and Title I Program outcome measures. Dr. Cain was an outstanding assistant principal at Hunter's Creek Elementary and Rock Springs Elementary from 1996 to 2000 and maintained an "A" grade at both schools. The Five Star School was achieved as part of Dr. Cain's

Reading	Connie Cain	B.S. Elementary Education; M.S. Educational Leadership; Ed.D. Educational Leadership Certified Elementary Education, Reading K-12, ESOL K-12, Principal K-12	3	9	responsibility at both schools. Dr. Cain was responsible for increasing the overall school grade at Orlo Vista Elementary from a persistent' 'F and 'D' status to a first ever "C" in 2002 and a school grade of "B" in 2003. Dr. Cain was responsible for the School Improvement Plan, School Advisory Council, behavior management, and teacher performance which contributed to increased achievement. Dr. Cain spent 6 years as a Just Read Florida! FLaRE Reading coordinator/coach and 1 year as a FLDOE Bureau of School Improvement reading coordinator/coach. In 2010-2011 Dr. Cain was instrumental in school improvement at Evans High School which led to FCAT Reading improving by 3 points, Reading (Learning Gains) improving 4 points and Reading (Lower 25 Learning Gains) improving 10 points and in achieving an increased school grade of a "C". Dr. Cain was instrumental in 2011 – 2012 for increased writing scores by 17 percentage points and Reading gains increasing 18 percentage points for 54% and the lowest 25% in reading increasing 19 percentage points for 64%.
Social Studies/Reading	Paul Lovely	Bachelor of Science from Florida Agricultureal and Mechanical University Masters of Public Administration: University of Central Florida Masters of Educational Leadership: NOVA Southeastern University	8	2	Mr. Lovely has been a social studies teacher at Evans High School for the past 8 years and was elected "Teacher of the Year" in 2007. His classroom became a model for other teachers to observe of highly effective practices. In 2010 - 2011 Mr. Lovely became a Social Studies Coach and through the coaching cycle assisted the Social Studies teachers in implementing highly effective practices and Reading across the content. In SY 2011-2012 Mr. Lovely was part of a team that provided side-by-side coaching that led 72% of the lowest 25% to learning gains, which is a 6% increase.
Science	Natasha Grayson	Bachelor of Science in Biolgoy Master of Arts in Teaching Florida Teacher Certificate, Biology 6-12	1	1	Ms. Grayson assisted Poinciana High (2002 - 2006) and Oak Ridge High School (2008 - 2012)with improving the school grade from a "D" to a "C". She directed the implementation of an FCAT preparation program and the Science component of an after school program at Oak Ridge which led to a school grade increase in 2010 - 2011. In 2012 at Oak Ridge High School Ms. Grayson was instrumental in making learning gains 26% higher than school average based on the FCAT Reading test.

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	Principal meets with all instructional staff regularly.	Principal	Ongoing	
2	Mentoring program and partnering new teachers with veteran teachers.	CRT	Ongoing	
3	PLC's with teachers and Assistant Principal to discuss, plan and implement strategies and lessons.	Assistant Principal	Ongoing	
4	Professional development opportunities and demonstration classrooms.	CRT and coaches	Ongoing	
5	Monetary incentives	District	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
0% (0 teachers)	

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
121	6.6%(8)	39.7%(48)	32.2%(39)	21.5%(26)	42.1%(51)	100.0% (121)	13.2%(16)	2.5%(3)	12.4%(15)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Estelle Perez	Paul Brown	Same content teacher - Art. Ms. Perez is an excellent art teacher who has taken on a leadership role here at Evans. She enjoys coordinating events throughout the year and supporting other events as well. She requested to be a mentor for Mr. Brown and is enthursiastic about this opportunity.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
		Same content	

Sonjia Thomas	Herberto Tinajeca	teacher - Science. Ms. Thomas is an experienced mentor. She is an excellent classroom teacher who implements a variety of classroom strategies to keep her students engaged. She is a leader in her department. Ms. Thomas requested to mentor new teachers and is enthusiastic about the opportunity.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Gerai Mays	Janice Adams	Same content teacher - Language Arts. Mrs. Mays is a full time Writing Coach and has extensive experience in coaching teachers.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Lamar Fowler	Rakesh Mathura	Same content teacher - Math. Mr. Fowler is a full time inclusion coach. His background is in Math education. He was the recipient of the Milken Foundation Educator Award in 2011 - 2012.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Clarence Truitt	Michael Kilpatrick	Same content teacher - Math. Mr. Truitt is a part time Math Coach and part time Math teacher. He has extensive experience in coaching teachers.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October

			4th, December 13th, February 7th, and May 30th.
Michelle VanBenthuysen	Colette Davis	Same content teacher - Math. Ms. VanBenthuysen is an experienced teacher with a varied content background. She is a leader in her department. She requested to be a mentor and is enthusiastic about the opportunity.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Rachel Bamman	Matthew Cote	Dr. Rachel Bamman is a full time math coach with over 30 years experience in teaching. Dr. Bamman has extensive experience in the mentoring process and coaching teachers.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Connie Cain	Stephen Martino	Same content area Language Arts/Reading. Dr. Cain has extensive experience in education having worked in a variety of roles. She is currently a full time Reading Coach and has significant experience in coaching and mentoring.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Esther Hodge	Tamara Birdsong	Same content area - Language Arts/Reading. Mrs. Hodge is a full time Reading Coach with extensive experience in coaching and	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures,

		mentoring.	Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Sonjia Thomas	Fabiola Dupoux	Same content teacher - Science. Ms. Thomas is an experienced mentor. She is an excellent classroom teacher who implements a variety of classroom strategies to keep her students engaged. She is a leader in her department. Ms. Thomas requested to mentor new teachers and is enthusiastic about the opportunity.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Michelle Pettitit	Michelle Langford	Same content teacher - Social Studies. Ms. Pettitt is a shining star in the classroom. She is excellent at creating lessons that reach all levels of students. She has a true passion for teaching and mentoring.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Paul Lovely	Daniel VanHorn	Same content teacher - Social Studies. Mr. Lovely is a full time instructional coach with a focus on Reading in the content areas. His background is Social Studies.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
			All mentors have taken

April Brown	Letonda Moore	Same content teacher - Language Arts. Mrs. Brown is an excellent classroom teacher. She uses a variety of strategies to engage students. She is a leader in her department. She has a true passion for teaching and mentoring.	the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Pattie Smith	Thackery Dancy	Ms. Smith has extensive experience. She has served as a mentor for several years. She is also a certified Ruby Payne Trainer. Ms. Smith has great knowledge and experience that will be very benefical to our new teachers.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.
Connie Cain	Jarvis Wheeler	Same content area- Language Arts/Reading. Dr. Cain has extensive experience in education having worked in a variety of roles. She is currently a full time Reading Coach and has significant experience in coaching and mentoring.	All mentors have taken the Clinical Educator coursework and OCPS Coaching & Mentoring Course to become a mentor. Mentors will meet 5 times per school year-once during pre-planning and once every 9 weeks. Topics of discussion: Building Relational Capacity with parents, students, & staff; Ruby Payne Awareness; Understanding Poverty; & Learning Structures, Effective Teaching Strategies. Meeting Dates are: August 30th, October 4th, December 13th, February 7th, and May 30th.

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

Evans High School is greatly enhanced by the Coordination and Integration of programs and funds through the State, District and Community. Title I funds and programs enhance Evans High School through parental involvement programs, professional

development and student support and instruction.

Title I, Part C- Migrant

The district provides services and support to students and parents and provides training for school staff regarding migrant needs and services. Evans SAFE Coordinator leads efforts to ensure student and parent needs are met in this area.

Title I, Part D

Title II

Evans High School receives Title II funds for professional developement that are instrumental in providing valuable training for our instructional staff.

Title III

The Evans ESOL department received instructional materials and equipment from Title III funds.

Title X- Homeless

The district provides professional development regarding Homeless programs. Information is disseminated to our school through the SAFE Coordinator and Title I program as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality.

Supplemental Academic Instruction (SAI)

SAI funds have been instrumental in assisting Evans with providing our Level I students with remediation, supplies, materials and academic instruction.

Violence Prevention Programs

The SAFE Coordinator works with students who experience violence in the home or at school. The district provides professional development and programs in all areas of violence and drug prevention. A focus was placed on the subject "Bullying" last year to educate students and faculty.

Nutrition Programs

Evans Community School provides students and families with health and mental services.

Housing Programs

Head Start

Adult Education

Evans High School houses Adult Education on the Evans campus providing a range of academic and career classes. Evans Community School also provides workshops for parents on multiple topics that are of interest to parents and the community.

Career and Technical Education

Evans High School offers Industry Certification in Academy of Multi-media technology and this year will add to the program a Certified Nursing Assistant Program and an Engineering Program that will concentrate on simulation.

Job Training

Other

Evans Community School is a partnership between OCPS, Children's Home Society, UCF and Chase to provide the Evans community with after school and summer enrichment programs, adult education, medical health and social services. Community Schools are extended-service schools. They operate year-round and are open during the day, in the evening and on Saturdays. Community schools also engage parents and other community members in the school's life. They offer opportunities to be involved in school planning, participate in adult-education and social service programs. This past year a Parental Involvement Coordinator was hired through Children's Home Society to better identify and respond to parent needs and involvement. A Health Coordinator organizes all health and social services. Community Schools are known for providing for student success and wellbeing, neighborhood stability and prosperity.

Elevate Orlando is part of the Colorado Uplift program. This program is for grades 4 – 12. Students learn leadership, receive character education and are exposed to different experiences where students learn teamwork. Evans High School students take what they learn and mentor our feeder Middle School students during a weekly visit to the Middle School.

School Improvement Grant funds are being used for developing teacher and leader effectiveness in working with students and parents as well as funding for tutors in core subject classrooms and after school.

Race to the Top funds are being used to provide CAR-PD and Reading Endorsement training for Evans faculty as well as professional development that will enhance student learning. Race to the Top is providing motivational incentives for student learning, transportation for extended learning and tutors.

Community Partners also enhance the programs at Evans High School by providing alternative testing sites, vision exams and glasses, refreshments for students and staff, recognition awards and providing the media center with plants to give the students a nice environment to read and study. Community Partners also participate in school events and the SAC committee which assists with school improvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Steering Committee:
Jenny Gibson-Linkh, Principal
Kenya Nelson-Warren, Assistant Principal
Christine Rogers, Assistant Principal
Hector Maestre, Assistant Principal
Kamilah Holden, Assistant Principal
Amy Ellis, Senior Administrator Evans Community School
Robin Tallman, School Business Operations Manager
Connie Cain, Reading Coach
Esther Hodge, Reading Coach
Rachel Bamman, Math Coach
Clarence Truitt, Math Coach/Teacher
Jennifer Eubanks, Staffing Specialist
Cecilio Fowler, Inclusion Coach
Philippe Castel, ESOL Resource Teacher
Jacque Marshall, Social Worker
Demond Walker, Dean
Gerai Mays, Writing Coach
Natasha Greyson, Science Coach
Pattie Smith - Media Specialist
Paul Lovely - Social Studies 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?

Members of the MTSS Leadership Team are specialists in their area and liaisons for their cohort groups, bringing information and concerns to the MTSS Team from the PLC's and taking information, data and strategies back to the PLC's. These teams work in tandem and as an extension of one another. The MTSS Leadership Team provides training, data, strategies and works with PLC's to implement and monitor outcomes.

Meetings will be held on:
September 17 – Instructional Review
October 16 – Instructional Review with District
November 16 – Instructional Review with State and District
January 14 – Data Review
February 18 – Instructional Review
March 18 – Data Review
April 29 – Instructional Review

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 Leadership Team is a collaboration of members from all academic and specialty areas. Members of this team are leaders in their specialty and liaisons for their cohort group. This team was involved in the development of the school

improvement plan by analyzing student data, strategies and interventions,and monitoring progress in SY 2011-2012. Using this information a plan was put in place by all stakeholders that reinforces strategies that provided the desired outcomes and developing and implementing an action plan addresing identified challenges.

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.

Using FCAT, EOC and benchmark assessments, data is disaggregated into subgroups, ensuring that we meet the needs of Level 1, 2, 3, 4 and 5 students in reading, writing, math, social studies and science. We also break data up into the subgroups to analyze the needs of each group and subsequently make decisions to increase student achievement amongst all subgroups.

Further diagnostic assessments are given in FAIR, My Access, Bridges, Achieve 3000 and mini-benchmarks.

Describe the plan to train staff on MTSS.

The Leadership Team will be trained on MTSS. Professional development will continue for teachers on MTSS through the use of IMS and PLC's with further training on how to analyze student data, develop needs assessments and plans and monitoring for outcomes and updating plans as needed for intended results.

In SY 2011-2012 teachers were trained on the 4 Steps of Problem Solving as well as continued training for teachers on how to analyze student data and implement data-driven small group differentiated instruction.

Describe the plan to support MTSS.

Monthly MTSS Leadershp meetings to analyze and evaluate data, programs and systems.

Weekly professional development:
- Week 1 Faculty meeting
- Week 2 School-wide focus professional development
- Week 3 Subarea PLC's
- Week 4 Program PLC's

Data chats with teachers and students. Commonm Planning twice per week. Side-by-side coaching with identified teachers. In-school, after school and Saturday tutor support for struggling students.

Literacy Leadership Team (LLT)

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

The following are on the school-based Literacy Leadership Team (LLT):
Jenny Gibson-Linkh, Principal
Kenya Nelson-Warren, Assistant Principal
Connie Cain, Reading Coach
Esther Hodge, Reading Coach
Gerai Mays, Writing Coach
Madeleline O'Callahan, CRT
Pattie Smith, Media Specialist
Cecilio Fowler, Inclusion Coach
Philippe Castel, ESOL Resource Teacher
Jennifer Eubanks, Staffing Specialist

Rachel Bamman, Math Coach
Clarence Truitt, Math Coach
Natasha Grayson, Science Coach
Paul Lovely, Social Studies Coach

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

The school based Literacy Leadership Team functions as a collaborative body to address literacy strategies within all core content areas, as a means to address literacies school-wide.

The Literacy Leadership Team will meet monthly.

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

The major initiative of the LLT is to promote literacies across all content areas by developing and implementing a school-wide literacy plan.

Technology to support literacy learning, writing and progress monitoring will be accomplished with My Access, Achieve 3000, Rosetta Stone, Journeys, Bridges and PENDA.
- My ACCESS will be used to support the writing process, compile electronic portfolios and monitor student progress with 1 lab per month through Social Studies classes. The lab will be monitored by a tutor or program assistant providing individual assistance and feedback to students on their progress. This also frees the teacher to provide re-teaching to students needing assistance.
- Achieve 3000 will be used to support the reading and writing process, compile electronic portfolios and monitor student progress and lexile levels with 1 lab per week through Social Studies classes. The lab will be monitored by a tutor or program assistant providing individual assistance and feedback to students on their progress. This also frees the teacher to provide re-teaching to students needing assistance.
- Journeys and Rosetta Stone will be used by ELL students and student achievement will be monitored by the teacher and the ESOL Compliance Teacher.
- Students will access PENDA through Math and Science to increase vocabulary and comprehension skills through the school year.
- Teachers will be able to monitor students' progress with each of these computer based programs.
- IMS will be used to monitor student data and provide instructional resources aligned with the Common Core Standards.

The master schedule will allow teachers to problem solve in PLC's based on the data to provide responsive teaching (RTI). Teachers will utilize a school-wide data notebook to identify students not making adequate progress and plan for appropriate instruction. Reading teachers will follow an instructional cycle of teach, access, re-teach and re-assess as indicated on the Instructional Focus Calendar (FCIM). All teachers will have access to their student data on the mini assessment through EDUSOFT, FAIR, Achieve 3000, My ACCESS and IMS. The academic coaches will meet with the teachers to review data notebooks and assist with planning for instruction. Teachers in turn will meet with their students and review data results for goal setting.

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.

The LLT is responsible for literacy skill implementation across content areas. Reading strategies along with other literacy strategies will be a part of professional development for all teachers. Implementation of strategies will be monitoried through classroom observations, the coaching cycle and additional professional development will occur in PLC's to address needs.

*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?

Dual Enrollment, AVID, AP and IB classes prepare students for college.

ROTC coursework prepares students for enlistment in the armed services.

Vocational and Industry Certification in Academy of Multi-media technology, Certified Nursing Assistant and Engineering programs prepare students for entry into the workforce upon graduation.

Each of these course pathways help students to see the relationships between subjects and relevance to their future, helping them to be prepared upon graduation to enter the workforce with certification, enlistment into the armed services or college entrance.

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?

Guidance counselors meet with each student regarding their academic schedule and career goals to develop a plan of action.

Seminars are held through-out the year by grade level by the guidance department to provide additional information and guidance.

The College and Career Resource Center (CCRC) is an additional resource for students where they receive assistance and information regarding college, careers, skills needed, how to develop the skills, and finances. Workshops are also offered in the summer for students and parents regarding college requirements and preparation.

Postsecondary Transition

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

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

The College and Career Resource Center (CCRC): The CCRC provides a dedicated staff member to assist students and parents on postsecondary readiness. The CCRC focus is to assist students with College and University readiness, including assistance with SAT, ACT and college applications. The CCRC also focuses on Career Preparation which includes student training in resume and interview skills and guidance regarding military careers.

Guidance Counselors conduct academic seminars for students which will focus on strategies and skills needed to be successful in a postsecondary setting including Community College, Universities and career settings.

Evans offers dual enrollment with community colleges.

Evans High School strives to provide a rigorous and relevant high school experience with the character, climate, culture and curricula of a high-quality college or university. Programs offered at Evans High School are IB-MYP, IB-Diploma school, College Board, AVID, Global Business & Technology, Engineering Program, Certified Nursing Assistant, Industry Certification and Elevate Orlando. All of these programs provide postsecondary transition.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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:	By June 2013 increase the number of students achieving Level 3 in FCAT Reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 27% (281) students scored at level 3 on FCAT Reading.	By June 2013 32% (333) students will score level 3 on FCAT 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					
2	Complexity of test as student grade level increases	Ensure that teachers are using lexiled text appropriate for students zone of proximal development. Also, students will be exposed to more informational text and will be taught specific strategies for reading more technical print.	Principal Assistant Principals Coaches Teachers and Tutors	Classroom walk throughs (CWT)and monitoring of teacher lesson plans and materials	Student work samples demonstrating mastery, benchmark assessments, mini assessments
3	A high percentage of students enter the 9th grade at a Level 1 or 2.	Develop extended tutoring for feeder pattern at Evans High School for EOC's and Reading. Tutoring will occur on Saturday's for students needing additional assistance for core academic subjects.	Principal Senior Administrator and Community School staff Assistant Principals Guidance Counselors Teachers and Tutors	Summative and formative assessments, student assessment data.	Tutoring session assessments, classroom assessments and state testing.
4	Attendance - excessive absences and tardies	Continue Attendance Child Study Team meetings and interventions with parents. Continue Attendance Contracts Conduct data chats/mentoring in grade level teams. Mentors assigned to	Principal Assistant Principals Attendance Dean	Ongoing monitoring of student attendance and tardy rates.	Attendance contracts Attendance reports from SMS Feedback from mentoring sessions.

			students with excessive attendance absences and low academic achievement. Collaborative teams and special such as IB, AVID and AP.		
5		Increasing Parental (Family) Involvement	Increase involvement in PTSA and SAC Increase Addition Volunteers. Provide workshops for parents and students through the Community School. Provide social and economic services on campus through the Community School which has its grand opening this year	Principal Senior Administrator and Community School staff Assistant Principals Guidance Counselors Teachers	Parent survey Parent involvement and presence on Evans campus.	Sign-in sheets from parent informational nights and workshops. Increase in Addition Volunteers as seen on Addition reports. Increase in PTSA and SAC membership and involvement.
6		Inconsistent use of examples from the Test Item Specifications during instruction.	Reading coaches in collaboration with district personnel, will provide professional development for the school leadership team and reading teachers on the use of samples from Test Item Specifications to generate and utilize Benchmark questions. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specifications to teach the benchmarks. Teachers will utilize samples from Test Item Specification during instruction.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	School administrators will conduct classroom observations to monitor the delivery of lessons and determine teachers in need of additional support. School administrators will collaborate with the Reading Coaches to develop a plan for teachers in need of additional support. PLC and classroom observation documentation. Classroom walkthrough data, coach's logs and student achievement data.	Classroom observation/walk through tool and data Coaches Log
7		Development and use of higher order questions to extend student thinking and discourse on a daily basis.	School based administrators in collaboration with Reading Coach will provide training to teachers on analysis, development, and use of higher order questions to extend student thinking and discourse. Teachers will write higher order questions into the lesson plan template that will facilitate learning during instruction. Reading Coaches will develop a demonstration classroom to model teacher questioning and expected student oral and written responses to higher order questions. Coaches will develop schedules of the demonstration cycle,	Principal Assistant Principals Reading Coaches Leadership Team Teachers	School administrators will conduct classroom observations and review lesson plan documentation to determine teachers in need of additional support and collaborate with Reading Coaches to develop a coaching plan for identified teachers. School administrators will conduct classroom walkthroughs to monitor the utilization of higher order questions. Coaching cycle by administrator to support teachers.	Classroom walkthrough tool and data Lesson Plans Coaches Log

			pre-conference, observation, post-conference, for teachers to observe higher order questioning and student oral and written response.		
	8	Development and use of high complexity tasks and assessments aligned with the strategic, complex, and extended reasoning required of the Benchmarks on a daily basis.	Administrators in collaboration with the Reading Coaches and personnel will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Reading Coaches will facilitate discussions during subject specific PLC's on the use of moderate to high cognitive complexity tasks. Reading Coaches will facilitate the development of common assessments aligned to the rigor of the Test Item Specifications. Teachers will implement the use of moderate to high cognitive complexity tasks and assessments. Reading Coaches will develop a demonstration classroom which will serve as a model for the use of rigorous tasks and assessments. Reading Coaches will develop and schedule a demonstration cycle, pre-conference, observation, post-conference, for teachers to observe instruction on rigorous tasks and assessments aligned to the rigor of the Benchmarks.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators will conduct classroom walkthroughs to identify teachers in need of additional support and collaborate with reading coaches to develop a coaching plan for identified teachers. Reading Coaches will support identified teachers through the use of the coaching cycle with lesson planning and side-by-side coaching using the coaching cycle using the Marzano system with Marzano scales (protocols). School administrators will conduct classroom walkthroughs to monitor the implementation of moderate to high cognitive complexity tasks and assessments.	Classroom walkthrough tool and data. Coaches log
		Inconsistent evidence that teachers utilize mini-assessment data to monitor student progress and make informed instructional decisions and small group placement.	Administrators in collaboration with Reading Coaches, will utilize student achievement data to revise the Instructional Focus Calendars, focus mini-lessons, mini-assessments and expectation for the use of all components. Reading Coaches will distribute and communicate the expectations for the implementation of the revised Instructional Focus Calendars. Teachers will continuously analyze	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations and analyze student mini-assessment data to monitor the implementation of the FCIM plan and identify teachers in need of additional support. Administrators will collaborate with Reading Coaches to develop a plan for identified teachers who are in need of additional support and Reading Coaches will support identified teachers through the use of collaborative planning and data chats.	Classroom walkthrough tool and data. Coaches log

9		data from mini-assessments and district assessments to redirect the instructional focus for remediation and enrichment. School administrators and Reading Coaches through PLC's will meet with teachers to discuss subgroup-specific progress monitoring data and individual student data to make instructional decisions. Teachers will conduct data chats with students by reviewing Benchmark data to establish and revise individual achievement goals. Teachers will utilize small group instruction to provide remediation or enrichment to targeted groups of students based on data.		Administrators will conduct classroom walkthroughs and review student achievement data to monitor the implementation of the FCIM plan.	
10	Students in 11th and 12th grade that have not passed FCAT reading.	Students will receive additional class instruction for the FCAT retake, ACT, SAT until they pass the FCAT or receive a concordance score on ACT or SAT. Teachers will receive ACT training and will participate in online ACT practice. Teachers will utilize Reading labs and student materials will include USA Today and Great Books which will be used in small group instruction.	Principal Assistant Principals Reading Coaches Leadership Team Teachers and Tutors	Administrators and coaches will conduct classroom observations to ensure implementation of the reading enhancement curriculum. Teachers needing additional support will be identified and Reading Coaches will provide side-by-side support.	Classroom walkthrough tool and data. Coaches Logs Student assessments Passing FCAT retake score or concordance score on ACT or SAT.
11	Additional instructional support is needed to enhance classroom small group instruction and extended learning after school.	Tutors will be utilized in identified classrooms including Reading, AVID, Math and Science. Monday – Thursday tutors will be in classrooms and after school will provide tutoring for all academic areas. Administrators in collaboration with coaches will develop a plan for the use and training of tutors.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators and coaches will conduct classroom observations to ensure implementation of the tutoring plan. Teachers or tutors needing additional support will be identified and Reading Coaches will provide side-by-side support.	Classroom walkthrough tool and data. Coaches Logs Student assessments
12	CARPD instruction is needed for Evans teachers (and feeder pattern) to provide Reading strategies to all teachers.	Continue to implement strategy of providing CARPD training to Evans teachers in phases and a plan to implement strategies.	Principal Assistant Principals CRT Reading Coaches Leadership Team	CRT will continue to coordinate efforts to maximize staff participation and administrators and coaches will develop a plan to best implement strategies.	CARPD certification Student assessments

			Teachers		
13	Partial Implementation of the "Gradual Release Instructional Model" during whole group instruction utilizing complex grade-level text.	Reading Coach will provide targeted professional development to teachers on the components of the "Gradual Release Instructional Model" Reading Coach will clearly communicate expectations for gradual release during whole group instruction. Teachers will utilize the lesson template to organize the gradual realize model to meet learning objectives. Reading Coach will utilize the coaching cycle and differentiate support to identified teachers by modeling components of the "Gradual Release Instructional Model". Reading coach and teachers will use common planning time to develop lessons incorporating the "Gradual Release Instructional Model: asking critical questions to ensure alignment of all components. School based administrator will support and monitor teacher's use of the "Gradual Release Instructional Model".	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Classroom walkthroughs (CWT), observations and monitoring of teacher lesson plans and materials.	CWT and observation tools
14	Partial implementation of rigorous tasks and assessment which align to the cognitive complexity of the Next Generation Sunshine State Standards and Common Core State Standards in daily instruction.	Reading Coach will utilize common planning to support teachers' development of rigorous tasks and assessments integrating instructional strategies from the CIS model and rigorous writing tasks for teacher-led and small group instruction and collaborations aligned to the NGSSS/Common Core State Standards. Teachers will implement rigorous tasks and assessments in teacher-led small group instruction and collaborative groups aligned to the NGSSS/Common Core State Standards. Reading coaches and school-based administrators will conduct classroom walkthroughs to identify teachers in need of additional support in	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Classroom walkthroughs (CWT), observations and monitoring of teacher lesson plans and materials.	CWT and observation tools

| | | implementing rigorous tasks and assessments.

Reading coaches will utilize the coaching cycle to assist teachers in need of additional support developing and implementing rigorous tasks and assessments.

School based administrators will support and monitor implementation of rigorous tasks and assessments in the teacher-led small group instruction and collaborations. | | | |
|---|---|---|---|---|---|
| 15 | Complexity of coursework and tests and increased need for differentiated teaching and after school tutoring. | Tutors will be utilized in Reading and Social Studies classrooms to support small group and differentiated instruction.

Implement Reading Labs supported by tutor/program assistant positions. Students will receive individual attention while completing assignments in Achieve 3000. Support staff will analyze and review data on student lexile levels and implement a plan for increasing levels. This also provides an opportunity for the teacher to spend individual time with students needing additional assistance and re-teaching.

Structured tutoring will take place Monday – Thursday for two hours after school.

Administrators in collaboration with coaches will develop a plan for the use and training of tutors. | Principal

Community School Senior Administrator

Assistant Principals

Reading Coaches

Teachers | Administrators and coaches will conduct classroom observations to ensure implementation of the tutoring and Reading Lab implementation.

Teachers or tutors needing additional support will be identified and Reading Coaches will provide side-by-side support. | Classroom walkthrough tool and data.

Coaches Logs

Student Assessments and Achieve 3000 student reports on lexile level |

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: | By June 2013 students will increase their achievement score by 12% at Level 4, 5, and 6 on the Florida Alternate Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In June 2012 18% (2) students scored at level 4,5, and 6 in Reading on the Florida Alternate Assessment. | By June 2013 30% (5) students will score at level 4, 5, and 6 in Reading on the Florida Alternate Assessment. |

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations at Evans High School, using an observation sheet that will help them to utilize hands-on activities in the classroom.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

	teachers to participate in demonstration cycle. School-based administration will support and monitor.			

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:	By June 2013 increase the number of students achieving Level 4 or higher in FCAT Reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 1%(11) of students scored level 4 or above on FCAT Reading.	By June 2013, 4% (41) students will score at level 4 and 5 on FCAT 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	Ensure that teachers are using lexiled text appropriate for students zone of proximal development. Also, students will be exposed to more informational text and will be taught specific strategies for reading more technical print	Provide ongoing enrichment activities for students in daily classroom lessons. Monitor student data and provide data talks with teachers and students	AP for reading and reading coaches	Classroom Walkthroughs	Benchmark assessments, mini assessment, and teacher common assessments
2	Attendance - excessive absences and tardies	Conduct Attendance Child Study Team meetings with parents. Continue Attendance Contracts Conduct Data chats/mentoring in grade level teams. Participate in collaborative teams and special teams such as IB, AVID and AP.	Principal Assistant Principals Attendance Dean	Ongoing monitoring of student attendance and tardy rates.	Attendance contracts Attendance reports from SMS.
3	Minimal Parental (Family) Involvement	Develop contact logs Increase: PTSA, SAC Recruit Addition volunteers	Principal Assistant Principals Guidance Counselors Teachers	Parent survey Parent Involvement Conferences	Sign-in sheets from parent and informational nights
4	Inconsistent enhancement for Level 3, 4 and 5 Readers	Utilize Achieve 3000 materials related to topics of study through social studies, science and/or language arts classes.	Principal Assistant Principals Coaches Teachers	Administrators and coaches will conduct classroom observations to ensure implementation of the reading enhancement curriculum. Teachers needing additional support will be identified and Reading	Classroom walkthrough tool and data. Coaches Logs Student assessments

| | | | | | Coaches will provide side-by-side support. | |

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.\n\nReading Goal #2b:	By July 2013 students will increase their score by 9% on Level 7 or above in Reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 36% (4) students scored at or above Level 7 in Reading on the Florida Alternate Assessment.	By July 2013 45% (7) students will score at or above Level 7 in Reading on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training.\n\nESE teachers will participate in Lesson Study.\n\nSchool Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery.\n\nTeachers and paraprofessionals will participate in professional development regarding content, standards, Access Point, and Common Core.	Principal\n\nAssistant Principals\n\nStaffing Specialist\n\nInclusion Coach\n\nCoaches	CWT's and observations.\n\nStudent Achievement	CWT and observation tools.\n\nStudent Achievement assessments
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core.\n\nConduct professional development to assist teachers in transitioning from functional to 21st Century skills.\n\nIEP, Intensive Intervention and Accommodations trainings will be conducted.\n\nTeachers will be	Principal\n\nAssistant Principals\n\nStaffing Specialist\n\nInclusion Coach\n\nCoaches	CWT's and observations.\n\nStudent Achievement	CWT and observation tools.\n\nStudent Achievement assessments

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		identified to conduct peer observations at Evans High School, using an observation sheet that will help them to utilize hands-on activities in the classroom.			
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate in demonstration cycle. School-based administration will support and monitor.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013 increase the number of students making learning gains in FCAT Reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 54% (562) students made learning gains in reading on FCAT Reading.	By June 2013, 64% (667) students will make learning gains on FCAT 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	Student Retentions/Repeaters	Monitor student retentions (GPA and Credits) and provide credit recovery to move students to appropriate grade level prior to FCAT testing	Principal API and Assistant Principals Guidance	Check student retention list monthly and note decline in students on repeater list	Retention/Repeater List
2	Complexity of test as students increase grade level	Ensure that teachers are using lexiled text appropriate for students zone of proximal development. Also, students will be exposed to more informational text and will be taught specific strategies for reading more technical print. Provide students with the monitoring, maintenance, and enrichment lessons as suggested by FCIM,	Principal Assistant Principals Reading Coaches Teachers	Classroom walk throughs and monitoring of teacher lesson plans and materials	Student work samples demonstrating mastery, benchmark assessments, mini assessments

				monitor tier 1 percentage of students to ensure they are not moving into tier 2 and 3, data talks with teachers and students			
3	Percentage of ELL and ESE students.	Ensure that students are provided with extended support services to assist with academic disparities.	Principal Assistant Principals Staffing Specialist Inclusion Coach ESOL Compliance Teacher	Monitoring of student services. Monitoring of student data.	Assessments and Benchmarks
4	Percentage of off campus suspensions.	Provide students with an alternative school plan as opposed to off campus suspension.	Principal Assistant Principals Deans	Monitoring of student data by RtI/MTSS Team.	PBS reports
5	Inconsistant use of Fidelity of Instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Use the coaching cycle to support teachers with instruction and instructional delivery.	Principal Assistant Principals Academic coaches	CWT	CWT documentation Results of Benchmark and common assessments Common Board Configuration Lesson Plan and Delivery
6	Lack of Parental (Family) Involvement	Increase involvement in PTSA and SAC Increase Addition Volunteers. Provide workshops for parents and students through the Community School. Provide social and economic services on campus through the Community School which has its grand opening this year. Additions to staff will be a Nurse Practitioner.	Principal Senior Administrator and Community School staff Assistant Principals Guidance Counselors Teachers	Parent survey Parent involvement and presence on Evans campus. Conferences	Sign-in sheets from parent and informational nights and workshops. Increase in Addition volunteers. Increase in PTSA and SAC membership and involvement.
7	Inconsistent use of utilizing examples from the Test Item Specifications during instruction.	Reading coaches, will provide professional development for the school leadership team and reading teachers on the use of samples from Test Item Specifications to generate and utilize Benchmark questions. Teachers will utilize Professional Learning Communities (PLC) to plan lessons that integrate the use of samples from the Test Item Specifications to teach the benchmarks. Teachers will utilize samples from Test Item Specification during instruction.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	School administrators will conduct classroom observations to monitor the delivery of lessons and determine teachers in need of additional support. School administrators will collaborate with the Reading Coaches to develop a plan for teachers in need of additional support. PLC and classroom observation documentation. Classroom walkthrough data, coach's logs and student achievement	Classroom observation/walkthrough tool and data Coaches Log

			Reading Coaches will provide additional side-by-side coaching support to teachers identified as needing additional support.		data.	
8		Development and use of higher order questions to extend student thinking and discourse on a daily basis.	School based administrators, in collaboration with the Reading Coach will provide training to teachers on analysis, development, and use of higher order questions to extend student thinking and discourse. Teachers will develop and use higher order questions during instruction. Reading Coaches will develop a demonstration classroom to model teacher questioning and expected student oral and written responses to higher order questions. Coaches will develop schedules of the demonstration cycle, pre-conference, observation, post-conference, for teachers to observe higher order questioning and student oral and written response.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	School administrators will conduct classroom observations and review lesson plan documentation to determine teachers in need of additional support and collaborate with Reading Coaches to develop a coaching plan for identified teachers. School administrators will conduct classroom walkthroughs to monitor the utilization of higher order questions.	Classroom walkthrough tool and data Lesson Plans Coaches Log
9		Inconsistencies with teacher use of high complexity tasks and assessments aligned with the strategic, complex, and extended reasoning required of the Benchmarks	School administrators in collaboration with the Reading Coaches will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Reading Coaches will facilitate discussions during subject specific PLC's on the use of moderate to high cognitive complexity tasks. Reading Coaches will facilitate the development of common assessments aligned to the rigor of the Test Item Specifications. Teachers will implement the use of moderate to high cognitive complexity tasks and assessments. Reading Coaches will develop a demonstration classroom which will serve as a model for the	Principal Assistant Principals Reading Coaches Leadership Team Teachers	School based administrators will conduct classroom walkthroughs to identify teachers in needs of additional support and collaborate with reading coaches to develop a coaching plan for identified teachers. Reading Coaches will support identified teachers through the use of the coach cycle with lesson planning and side-by-side coaching. School administrators will conduct classroom walkthroughs to monitor the implementation of moderate to high cognitive complexity tasks and assessments.	Classroom walkthrough tool and data Lesson Plans Coaches log

		use of rigorous tasks and assessments. Reading Coaches will develop and schedule a demonstration cycle, pre-conference, observation, post-conference, for teachers to observe instruction on rigorous tasks and assessments aligned to the rigor of the Benchmarks.			
10	Students in 11th and 12th grade that have not passed FCAT reading.	Students will receive additional class instruction for the FCAT retake, ACT, SAT until they pass the FCAT or receive a concordance score on ACT or SAT. Teachers will receive ACT training and will participate in online ACT practice. Teachers will utilize Reading labs and student materials will include USA Today and Great Books which will be used in small group instruct.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators and coaches will conduct classroom observations to ensure implementation of the reading enhancement curriculum. Teachers needing additional support will be identified and Reading Coaches will provide side-by-side support.	Classroom walkthrough tool and data. Coaches Logs Student assessments Passing FCAT retake score or concordance score on ACT or SAT.
11	Additional instructional support is needed to enhance classroom small group instruction and extended learning after school.	Tutors will be utilized in identified classrooms including Reading, AVID and Math. Monday – Thursday tutors will be in classrooms and after school will provide tutoring for all academic areas. Administrators in collaboration with coaches will develop a plan for the use and training of tutors.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators and coaches will conduct classroom observations to ensure implementation of the tutoring plan. Teachers or tutors needing additional support will be identified and Reading Coaches will provide side-by-side support.	Classroom walkthrough tool and data. Coaches Logs Student assessments
12	CARPD instruction is needed for Evans teachers (and feeder pattern) to provide Reading strategies to all teachers.	Continue to implement strategy of providing CARPD training to Evans teachers in phases and a plan to implement strategies.	Principal Assistant Principals CRT Reading Coaches Leadership Team Teachers	CRT will continue to coordinate efforts to maximize staff participation and administrators and coaches will develop a plan to best implement strategies.	CARPD certification Student assessments
	Inconsistent evidence that teachers utilize mini-assessment data to monitor student progress and make informed instructional decisions and small group placement	Administrators in collaboration with Reading Coaches will utilize student achievement data to revise the Instructional Focus Calendars, focus mini-lessons, mini-assessments and expectation for the use of all components. Reading Coaches will distribute and communicate the	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations and analyze student mini-assessment data to monitor the implementation of the FCIM plan and identify teachers in need of additional support. Administrators will collaborate with Reading Coaches to develop a plan for identified	Classroom walkthrough tool and data. Coaches Log

| 13 | | expectations for the implementation of the revised Instructional Focus Calendars.

Teachers will continuously analyze data from mini-assessments and district assessments to redirect the instructional focus for remediation and enrichment.

School administrators and Reading Coaches through PLC's will meet with teachers to discuss subgroup-specific progress monitoring data and individual student data to make instructional decisions.

Teachers will conduct data chats with students by reviewing Benchmark data to establish and revise individual achievement goals.

Teachers will utilize small group instruction to provide remediation or enrichment to targeted groups of students based on data. | | teachers who are in need of additional support and Reading Coaches will support identified teachers through the use of collaborative planning and data chats.

Administrators will conduct classroom walkthroughs and review student achievement data to monitor the implementation of the FCIM plan. | |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By July 2013 students will increase their learning gains score in Reading on the Florida Alternate Assessment by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 66% (8) students made learning gains in Reading on the Florida Alternate Assessment.	By July 2013 72% (12) students will make learning gains in Reading on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

1		monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.				
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations at Evans High School, using an observation sheet that will help them to utilize hands-on activities in the classroom.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate in demonstration cycle. School-based administration will support and monitor.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013 increase the number of students achieving gains in the lowest 25% by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In June 2012, 64% (665) students in the lowest 25% made learning gains		By June 2013, 67% (697) of students in the lowest 25% 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	Additional intervention time for students already receiving intensive intervention in reading	Adult mentors, RtI intervention team working with students, during and after school tutoring	Principal, RtI team	Student survey, classroom walkthroughs	Benchmark data, student survey data, tutoring roster
2	Complexity of test as students increase grade level	Ensure that teachers are using lexiled text appropriate for students zone of proximal development. Also, students will be exposed to more informational text and will be taught specific strategies for reading more technical print. Provide students with the monitoring, maintenance, and enrichment lessons as suggested by FCIM, monitor tier 1 percentage of students to ensure they are not moving into tier 2 and 3, data talks with teachers and students	Principal, AP's, Reading Coaches, Classroom teachers	Classroom walk throughs and monitoring of teacher lesson plans and materials	Student work samples demonstrating mastery, benchmark assessments, mini assessments
3	Student Retentions/Repeaters	Monitor student retentions (GPA and Credits) and provide credit recovery to move students to appropriate grade level prior to FCAT testing	Principal, API, Guidance	Check student retention list monthly and note decline in students on repeater list	Retention/Repeater List
4	Inconsistent use of Fidelity of Instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Use the coaching cycle to support teachers with instruction and instructional	Principal Assistant Principals Academic coaches	CWT	CWT documentation Results of Benchmark and common assessments Common Board Configuration Lesson Plan and Delivery
5	Increase Parental (Family) Involvement	Develop contact logs Increase: PTSA, SAC Addition volunteers	Principal Assistant Principals Guidance Counselors Teachers	Parent survey Parent Involvement Conferences	Sign-in sheets from parent and informational nights
6	Capacity of teachers to do progress monitoring.	Provide teachers with intense professional development on how to monitor student data.	Principal Assistant Principals Academic Coaches District Support Team members	Continuously use collaborative time as an opportunity to develop teacher capacity as a means to empower them. - Data-driven decision making.	Collaborative Time agendas and PD sign-in sheets
	System capacity to	Provide comprehensive	Principal	Continuously work in	Collaborative Time,

	7	promote change.	training to heighten the understanding of the various programs and subgroups within our school.	Assistant Principals Academic Coaches District Support Team members	Grade Level Teams to promote change school-wide across all content areas.	PD sign-in sheets
	8	Inconsistent evidence that teachers utilize mini-assessment data to monitor student progress and make informed instructional decisions and small group placement.	Administrators in collaboration with Reading Coaches will utilize student achievement data to revise the Instructional Focus Calendars, focus mini-lessons, mini-assessments and expectation for the use of all components. Reading Coaches will distribute and communicate the expectations for the implementation of the revised Instructional Focus Calendars. Teachers will continuously analyze data from mini-assessments and district assessments to redirect the instructional focus for remediation and enrichment. School administrators and Reading Coaches through PLC's will meet with teachers to discuss subgroup-specific progress monitoring data and individual student data to make instructional decisions. Teachers will conduct data chats with students by reviewing Benchmark data to establish and revise individual achievement goals. Teachers will utilize small group instruction to provide remediation or enrichment to targeted groups of students based on data.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations and analyze student mini-assessment data to monitor the implementation of the FCIM plan and identify teachers in need of additional support. Administrators will collaborate with Reading Coaches to develop a plan for identified teachers who are in need of additional support and Reading Coaches will support identified teachers through the use of collaborative planning and data chats. Administrators will conduct classroom walkthroughs and review student achievement data to monitor the implementation of the FCIM plan.	Classroom walkthrough tool and data. Coaches Log
	9	Students in 11th and 12th grade that have not passed FCAT reading.	Students will receive additional class instruction for the FCAT retake, ACT, SAT until they pass the FCAT or receive a concordance score on ACT or SAT. Teachers will receive ACT training and will participate in online ACT practice. Teachers will utilize Reading labs and student materials will include USA Today and Great Books which will be used in small group	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Administrators and coaches will conduct classroom observations to ensure implementation of the reading enhancement curriculum. Teachers needing additional support will be identified and Reading Coaches will provide side-by-side support	Classroom walkthrough tool and data. Coaches Logs Student assessments Passing FCAT retake score or concordance score on ACT or SAT.

| 10 | Additional instructional support is needed to enhance classroom small group instruction and extended learning after school. | Tutors will be utilized in identified classrooms including Reading, AVID and Math.

Monday – Thursday tutors will be in classrooms and after school will provide tutoring for all academic areas.

Administrators in collaboration with coaches will develop a plan for the use and training of tutors. | Principal

Assistant Principals

Reading Coaches

Leadership Team

Teachers | Administrators and coaches will conduct classroom observations to ensure implementation of the tutoring plan.

Teachers or tutors needing additional support will be identified and Reading Coaches will provide side-by-side support. | Classroom walkthrough tool and data.

Coaches Logs Student assessments |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal #

Evans High School will reduce their achievement gap by 50% by SY 2016-2017. By 2016-2017 64% of Evans High School students will achieve a Level 3 or greater on FCAT Reading.

5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27%	32%	37%	45%	54%	

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:	By June 2013 decrease the number of students not making satisfactory progress in FCAT reading in all ethnicity subgroups by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 the following subgroups by ethnicity not making satisfactory progress in reading are as follows:
Black 77% (669) students
White 59% (14) students
Hispanic 64% (63) students
Asian 64% (14) students
American Indian 50% (3) students | By June 2013 all ethnicity subgroups will decrease the number of students not making satisfactory progress in reading by 5%. |

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensure all staff is aware of Annual Measureable Objectives (AMO)and the implications it has on student achievement.	Provide PD for teachers on Annual Measureable Objectives.

Provide PD for teachers on how to "drill" down to the student and how their performance impacts AYP and how they can enhance student learning through DI. | Principal, AP's, Reading Coaches, CRT, DLT, Sr. Admin for CP & AMO | Classroom walkthroughs , ongoing conversations with students and teachers, monitoring of student data | Student assessment data (AMO targets)

Mini assessments, Benchmarks assessments, and embedded assessments within the content area. |

		Data talks with students Data talks with teachers			
2	Capacity of teachers to do progress monitoring.	Provide teachers with intense professional development on how to monitor student data.	Principal Assistant Principals Academic Coaches Leadership Team	Continuously use collaborative time as an opportunity to develop teacher capacity as a means to empower them. - Data-driven decision making.	Collaborative Time agendas and PD sign-in sheets
3	System capacity to promote change.	Provide comprehensive training to heighten the understanding of the various programs and subgroups within our school.	Principal Assistant Principals Academic Coaches Leadership Team	Continuously work in Grade Level Teams to promote change school-wide across all content areas.	Collaborative Time, PD sign-in sheets

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:	By June 2013 decrease the number of ELL students not making satisfactory progress in reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (193) ELL students did not make satisfactory progress in reading by June 2012.	Decrease the number of ELL students not making satisfactory progress in reading to 88% (183) 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	Very limited English proficiency.	Provide extended support to address disparities in language. CELLA scores of English language learners will be analyzed. Students with beginner and low intermediate scores will be placed in a Developmental Language Arts class for the purpose of language acquisition. This does not take the place of Intensive Reading. Students will be placed into the Developmental Language Arts by English language proficiency level. The adopted materials for DLA will be used along with language learning software, Journeys.	Principal Assistant Principals ESOL Compliance Teacher ESOL Teachers	Monitoring of DLAR courses, ESOL tutoring opportunities during the school day and after school.	CELLA test Benchmarks Formative and Summative Assessments
2	Increase Parental (Family) Involvement	Develop contact logs Increase: PTSA, SAC, PLC Addition volunteers	Principal Assistant Principals Guidance Counselors	Parent survey Parent Involvement Conferences	Sign-in sheets from parent and informational nights

			Teachers		
3	Extended Learning opportunities	Devise a plan to provide transportation for students in need of intense academic tutoring after school.	Principal Assistant Principals Tutors	Monitoring students in afterschool programs.	Sign-in sheets Benchmarks Formative and Summative Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013 decrease the number of SWD students not making satisfaction progress in reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (107) SWD student did not make satisfactory progress in FCAT reading by June 2012.	Decrease the number of SWD students not making satisfactory gains in FCAT Reading to 83% (101) students by June 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
1	Lack of Communication and Literacy skills	Increase English proficiency by offering intensive support of the four literacy skills - reading, speaking, listening, and writing on a daily basis. Use of AVID strategy (WICR).	Principal Assistant Principals CRT ESOL Compliance Teacher District Support Team Teachers	Classroom walk throughs and monitoring of teacher lesson plans and materials.	Student work samples Write Score Assessments
2	Extended Learning Opportunities	Devise a plan to provide transportation for students in need of intense academic tutoring after school and on Saturday.	Principal Assistant Principals Coaches Teachers Tutors	Monitoring students in afterschool programs.	Sign-in sheets Benchmarks Formative and Summative Assessments
3	Inconsistant use of Fidelity of Instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Use the coaching cycle to support teachers with instruction and instructional delivery.	Principal Assistant Principals Academic coaches Teachers	CWT	CWT documentation Results of Benchmark and common assessments Common Board Configuration Lesson Plan and Delivery
	Attendance - excessive absences and tardies	Attendance Child Study Team meetings with parents.	Principal Assistant Principals	Ongoing monitoring of student attendance and tardy rates.	Attendance contracts Attendance

		Attendance Contracts	Attendance Dean		reports from SMS
4		Data chats/mentoring in grade level teams.			
		Collaborative teams and special teams such as IB, AVID and AP.			
5	Increase Parental (Family) Involvement	Develop contact logs Increase: PTSA, SAC Addition volunteers	Principal Assistant Principals Guidance Counselors Teachers	Parent survey Parent Involvement Conferences	Sign-in sheets from parent and informational nights
6	Utilizing on-going formative assessments to guide instruction.	Provide time for teachers and coaches to construct common formative assessments. PD on how to use formative assessment as a tool for instruction.	Principal Assistant Principals Coaches Staffing Specialist Inclusion Coach Teachers	Monitoring of formative assessment data through team and grade level meetings.	FCAT Achieve 3000 My Access Classroom assessments
7	Routine Classroom methodologies	Develop routine classroom methodologies for academics and behaviors.	Prncipal Assistant Principals Coaches Staffing Specialist Inclusion Coach Teachers	CWT	CWT tool and observations
8	Reviewing IEPs	Provide training on how to read IEPs and use them to guide instruction.	Principal Assistant Principals Staffing Specialist Inclusion Coach Teachers	CWT	CWT tool and observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013 decrease the number of economically disadvantaged students not making satisfactory progress in reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (850) economically disadvantaged students did not make satisfactory progress in reading FCAT by June 2012.	Decrease the number of economically disadvantaged students not making satisfactory progress in FCAT reading to 70% (626) students by June 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
	Lack of Communication and Literacy skills	Increase English proficiency by offering	Principal	Classroom walk throughs and monitoring of teacher	Student work samples

1		intensive support of the four literacy skills - reading, speaking, listening, and writing on a daily basis. Use of AVID strategy (WICR).	Assistant Principals CRT ESOL Compliance Teacher Teachers	lesson plans and materials.	Achieve 3000 My Access Springboard
2	Extended Learning opportunities	Devise a plan to provide transportation for students in need of intense academic tutoring after school and on Saturday.	Principal Assistant Principals Coaches Tutors Tutors	Monitoring students in afterschool and Saturday programs through assessments and observations.	Sign-in sheets Benchmarks Formative and Summative Assessments
3	Incosistant use of Fidelity of Instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Use the coaching cycle to support teachers with instruction and instructional delivery.	Principal Assistant Principals Academic coaches Teachers	CWT and observations	CWT documentation Results of Benchmark and common assessments Common Board Configuration Lesson Plan and Delivery
4	Increase Parental (Family) Involvement	Parent Coordinator with Evans Community School increase parent contact. Increase: PTSA, SAC Addition volunteers	Principal Assistant Principals Parent Coordinator Guidance Counselors Teachers	Parent survey Parent Involvement Conferences	Sign-in sheets from parent and informational nights
5	Utilizing on-going formative assessments to guide instruction.	Provide time for teachers and coaches to construct common formative assessments. (Learning style) Their teacher on how to use formative assessment as a tool for instruction.	Principal Assistant Principals Coaches Teachers	Monitoring of formative assessment data through team and grade level meetings.	CWT and observation tool Achieve 3000 My Access
6	Routine Classroom methodologies	Develop routine classroom methodologies for academics and behaviors.	Principal Assistant Principals Coaches Teachers	CWT and observations	CWT and observation tool

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

Rigorous tasks and assessments	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Common Core State Standards	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing weekly PD in PLC's and TBA	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Data Driven Differentiated Instruction	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Higher order questions to extend student thinking and discourse	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Analyzing data - FAIR, Edusoft Benchmark Assessments, FCAT, Achieve 3000, My Access and Springboard	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Cooperative Learning	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Unwrapping the Benchmarks and Item Specs	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
FCIM/Florida Continuous Improvement Model	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Lesson Planning, Lesson Delivery and Common Formative Assessments	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Student Interaction with Technology/21st Century Skills	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coach cycle and TBA	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
						Principal

CARPD content area Reading Professional Development	All Grade levels	Reading Coach or district led	Reading, Language Arts Teachers and tutors	Ongoing in 2012-2013 for teachers not yet CARPD certified	Classroom walkthrough and observations Lesson Plan	Assistant Principals CRT Coaches
Using Collaborative Structures in the classroom	All Grade Levels	CRT Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coach cycle and TBA	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Progress Book	All Grade Levels	API CRT Techs	Reading, Language Arts Teachers and tutors	During Pre-planning	Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Gradual Release	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Writing Strategies for all Content Areas	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Teaching Vocabulary	All Grade Levels	Reading Coaches	Reading, Language Arts Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Subject Area and Program PLC's	All Grade Levels	Assistant Principals and Coaches	School-wide	Ongoing weekly PLCs	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Marzano's Domain	All Grade Levels	CRT	School-wide	October 11, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Text Complexity and Higher Order Questioning/Thinking	All Grade Levels	CRT	School-wide	September 19, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
Teaching Vocabulary within the content (CCSS)	All Grade Levels	CRT	School-wide	November 28, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assistant Principals CRT Coaches
AVID and WICR Strategies	All Grade Levels	CRT	School-wide	March 20, 2013	PLC's Coaching Cycle	Principal Assistant Principals

| | | | | | Classroom walkthroughs and observations | CRT

Coaches |
|---|---|---|---|---|---|---|
| Using Data to Drive Instruction | All Grade Levels | CRT | School-wide | February 20, 2013 | PLC's

Coaching Cycle

Classroom walkthroughs and observations | Principal

Assistant Principals

CRT

Coaches |
| CLOSE Reading/CIS | All Grade Levels | CRT | School-wide | January 23, 2013 | PLC's

Coaching Cycle

Classroom walkthroughs and observations | Principal

Assistant Principals

CRT

Coaches |
| Common Core Standards for all contents | All Grade Levels | CRT | School-wide | May 15, 2013 | PLC's

Coaching Cycle

Classroom walkthroughs and observations | Coaching Cycle

Classroom walkthroughs and observations
Principal

Assistant Principals

CRT

Coaches |
| IPDP Creating Smart Goals | All Grade Levels | CRT | School-wide | September 13, 2012 | PLC's

Coaching Cycle

Classroom walkthroughs and observations | Coaching Cycle

Classroom walkthroughs and observations
Coaching Cycle

Classroom walkthroughs and observations
Principal

Assistant Principals

CRT

Coaches |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fidelity of Instruction-Rigor and enrichment activities	Achieve 3000	School Improvement Grant	$32,000.00
			Subtotal: $32,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CARPD and Reading endorsement training. Provide teacher professional development and one-on-one training regarding higher order thinking strategies	IB and AP workshops Training and coaching	School Improvement Grant Title I	$129,000.00

and rigorous instruction that promotes critical, independent and creative thinking.

			Subtotal: $129,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $161,000.00

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:	By June 2013 60% (162)of ELL students will be proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012 54.27% (146) of students were proficient in Listening/Speaking.	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in newcomers with very limited English proficiency.	Increase number of sheltered classes. Double block of DLA-R classes with a focus on listening/speaking skills.	Assistant Principal Compliance Teacher Guidance Department Teachers	Ongoing monitoring of students' progress through in-class assessments, Achieve 3000, and Journeys.	CELLA results at the end of the year.
2	Some ELL students struggle with test-taking strategies.	Utilize Journeys III and Achieve 3000 software in DLA and DLA-R classes.	Assistant Principal Compliance Teacher Guidance Department Teachers	Ongoing monitoring of students' progress through in-class assessments, Achieve 3000, and Journeys.	CELLA results at the end of the year.

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:	By June 2013 40% (94) will be proficient in reading.
2012 Current Percent of Students Proficient in reading:	

In June 2012 15.75% (43) students were proficient in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible increase in newcomers with very limited English proficiency.	Increase number of sheltered classes, double lock of DLA-R classes with a focus on Reading skills.	Assistant Principal Compliance Teacher Guidance Department Teachers	Ongoing monitoring of students' progress through in-class assessments, Achieve 3000 and Journeys.	CELLA results at the end of the year.
2	Some ELL students struggle with test-taking strategies.	Utilize Journeys III and Achieve 3000 software in DLA and DLA-R classes.	Assistant Principal Compliance Teacher Guidance Department Teachers	Ongoing monitoring of students' progress through in-class assessments, Achieve 3000 and Journeys.	CELLA results at the end of the year.

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013 40% (95) students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

In June 2012 19.79% (54) were proficient in writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible increase in newcomers with very limited English Proficiency.	Increase number of sheltered classes. Double block of DLA-R classes with a focus on Writing skills.	Assistant Principal Compliance Teacher Guidance Department Teachers	Ongoing in-class monitoring of students' progress using Journeys and Achieve 3000.	CELLA results at the end of the year.
2	Some ELL students struggle with test-taking strategies.	Utilize Journeys III and Achieve 3000 software in DLA and DLA-R classes.	Assistant Principal Compliance Teacher Guidance Department Teachers	Ongoing in-class monitoring of students' progress using Journeys and Achieve 3000.	CELLA results at the end of the year.

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:	By June 2013 students will increase their achievement score by 8% on Level 4, 5, 6 in Mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 27% (3) students score a 4, 5, 6 in Mathematics on the Florida Alternate Assessment.	By June 2013 35% (6) students will score 4, 5, 6 in Mathematics on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	Student Achievement CWT and observation tools. Student Achievement assessments

		Teachers will be identified to conduct peer observations at Evans High School, using an observation sheet that will help them to utilize hands-on activities in the classroom.			
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate in demonstration cycle. School-based administration will support and monitor.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	Student Achievement CWT and observation tools. Student Achievement assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	By June 2013 students will their score by 4% on Level 7 or above in mathematics on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 36% (4) students score at or above level 7 in Mathematics on the Florida Alternative Assessment.	By June 2013 40% (7) students will score at or above 7 in mathematics on the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

		development regarding content, standards and Access Point.			
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations at Evans High School, using an observation sheet that will help them to utilize hands-on activities in the classroom.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	Student Achievement CWT and observation tools. Student Achievement assessments
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate in demonstration cycle. School-based administration will support and monitor.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	Student Achievement CWT and observation tools. Student Achievement assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	By June 2013 student learning gains will increase by 8% in Mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 50% (6) students made learning gains in Mathematics on the Florida Alternate Assessment.	By June 2013 58% (10) students will make learning gains in Mathematics on the Florida Alternate Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations at Evans High School, using an observation sheet that will help them to utilize hands-on activities in the classroom.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

		in demonstration cycle. School-based administration will support and monitor.			

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:	By June 2013 Evans High School will increase student achievement level 3 or above on the Algebra EOC by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 30% (140) students scored at achievement level 3 on the Algebra EOC.	By June 2013 35% (163) of students will score at an achievement level 3 or above on the Algebra 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	Partial implementation of Algebra I classroom teachers implementing data-driven instruction.	Teachers will continue to use pre and post mini-assessments to drive instruction. Teachers will maintain data walls, and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls and binders.	Principal Assistant Principals Mathematics Coaches Leadership Team Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool
2	Algebra I teachers inconsistently maintain strategic arrangements of students for small group instruction by achievement levels.	Teachers will continue to use quatitative data to form small groups by achievement level. The Math Coaches will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction.	Principal Assistant Principals Mathematics Coaches Leadership Team Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tool
	In Algebra I, mathematics teachers inconsistently utilize vocabulary acquisition strategies which will support students' mastery of mathematical	During common planning and PLC's teachers will participate in weekly professional development with vocabulary acquisition strategies.	Principal Assistant Principals Mathematics Coaches	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool

	3	terminology.	The mathematics department will focus on implementing one vocabulary strategy per month. Mathematics teachers will implement the chosen vocabulary strategy on a daily basis. During common planning teachers will debrief and share effectiveness of the monthly vocabulary acquisition strategy. Teachers will model appropriate use of mathematical terminology in the classroom. School-based administrators will support and monitor implementation of the chosen monthly vocabulary acquisition strategies.	Leadership Team Teachers		
	4	Partial implementation of Algebra I and Math Enhancement teachers having common planning time.	Common Planning time will be provided and Algebra I and Math enhancement teachers will participate.	Principal API Assistant Principals Mathematics Coaches Leadership Team Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool Master Schedule
	5	Incosistent rigorous coursework and interventions for students taking the Algebra EOC and strategies for students who did not pass the EOC.	Coaches will work side-by-side with teachers and assist with lesson planning to ensure rigorous coursework. Incoming 8th grade students who did not pass the Algebra EOC and are high Level 2 will receive a double block. Structured tutoring will be provided for students afterschool and on Saturdays. Develop Saturday tutoring for feeder pattern schools.	Principal Assistant Principals Mathematics Coaches Leadership Team Teacher	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool

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:	By June 2013 the number of students achieving a score of Level 4 or higher on the Algebra EOC will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In June 2012 4% (17)students were a level 4 or higher on the Algebra EOC.		By June 2013 7% (33) of students will achieve a score of Level 4 or above on the Algebra 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	Partial implementation of Algebra I classroom teachers implementing data-driven instruction.	Teacher will continue to use pre and post mini-assessments to drive instruction and offer enhancements to students achieving a Level 4. Teachers will maintain data walls and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls, and binders.	Principal Assistant Principal Mathematics Coach Teachers	CWT, observations and monitoring of teacher lesson plans and materials.	CWT and observation tools.
2	Inconsistent use of Fidelity of instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Teachers will post measurable objectives and incorporate them into daily lessons. Teachers will receive professional development on writing and implementing effective essential questions and measureable objectives. Use the coaching cycle to support teachers with instruction, measureable objectives, essential questions and instructional delivery. Teachers needing additional experience will receive mentoring and assistance to address the needs of the targeted students.	Principal Assistant Principal Leadership Team Mathematics Coach Teachers	CWT The Leadership Team will provide support and monitor the utilization of measureable objectives within each classroom and essential questions. New Math teachers are strategically placed with an experienced teacher/mentor as described under the Teacher Mentoring Program. As well as best practices are reviewed during collaborative time.	CWT tool Results of Benchmark and common assessments Lesson Plan and Delivery
3	Capacity of teachers to do progress monitoring.	Provide teachers with intense professional development on how to monitor student data through PLC's.	Principal Assistant Principal Leadership Team Mathematics Coach Teachers	Continuously use collaborative time as an opportunity to build teacher capacity as a means to empower them. Data-driven decision making	Collaborative time agendas and PD sign-in sheets
4	Lack of writing skills.	Provide additional opportunities for enrichment for crotial writing. Students will create a Portfolio.	Assistant Principal Coaches Teacher	An analysis of the stuent portfolio will determine proficiency of skills.	Benchmark testing FCAT Writing test
	In Algebra mathematics teachers inconsistently	Teachers will continue to use quantitative data to	Principal	CWT, observations, and monitoring of teacher	CWT and observation tools

		maintain strategic arrangement of students for small-group instruction by achievement levels.	form small groups by achievement level. The Math Coach will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction	Assistant Principals Mathematic Coaches Teachers	lesson plans and materials. Student Assessments	
5						

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 #
	Evans High School will reduce their achievement gap by 50% by SY 2016-2017. By 2016-2017 65% of Evans High School students will achieve a Level 3 or greater on the Algebra EOC.
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30%	35%	41%	49%	57%	

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:	By June 2013 all ethnicity subgroups will decrease the number of students not making satisfactory progress by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 the following ethnicity subgroups did make satisfactory progress in Algebra as follows: Black: 71% (343) students Hispanic: 66% (34) students White: 66% (8) students Asian: 33% (2) students	By June 2013 the following ethnicity subgroups will decrease the number of students not making satisfactory progress by 5%. Black: 66% (318) students Hispanic: 61% (31) students White: 61% (7) students Asian: 28% (1) 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	Partial implementation of Algebra I classroom teachers implementing data-driven instruction.	Teachers will continue to use pre and post mini-assessments to drive instruction. Teachers will maintain data walls and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls, and binders.	Principal Assistant Principal Mathematics Coach Teachers	CWT, observations, and monitoring of teacher lesson plans and materials	CWT and observation tools
	In Algebra mathematics teachers inconsistently	Teachers will continue to use quantitative data to	Principal	CWT, observations, and monitoring of teacher	CWT and observation tools

2	maintaining strategic arrangement of students for small-group instruction by achievement levels.	form small groups by achievement level. The Math Coach will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction.	Assistant Principal Mathematics Coach Teachers	lesson plans and materials	
3	In Algebra mathematics teachers inconsistently utilize vocabulary acquisition strategies which will support students' mastery of mathematical terminology.	During common planning and PLC's teachers will participate in weekly professional development with vocabulary acquisition strategies. The mathematics department will focus on implementing one vocabulary strategy per month. Mathematics teachers will implement the chosen vocabulary strategy on a daily basis. During common planning teachers will debrief and share effectiveness of the monthly vocabulary acquisition strategy. Teachers will model appropriate use of mathematical terminology in the classroom. School-based administrators will support and monitor implementation of the chosen monthly vocabulary acquisition strategies.	Principal Assistant Principal Mathematics Coach Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tools.
4	Partial implementation of Algebra I and Math Enhancement teachers having common planning time.	Common Planning time will be provided and Algebra I and Math Enhancement teachers will participate.	Principal Assistant Principal Mathematics Coach Teachers	School-based administrators will participate in PLC.	PLC agenda
5	Inconsistent rigorous coursework and interventions for students taking the Algebra EOC and strategies for students who did not pass the EOC.	Coaches will work side-by-side with teachers and assist with lesson planning to ensure rigorous coursework. Incoming 8th grade students who did not pass the Algebra EOC will attend Saturday school. High Level 2's who have not previously taken Algebra will receive a double block of Algebra. Structured tutoring will be provided for students	Principal Assistant Principals Mathematics Coaches Leadership Team Teacher	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool

		afterschool and on Saturdays. Develop Saturday tutoring for feeder pattern schools.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	In 2013 decrease the number of ELL students not making satisfactory progress in Algebra by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 62% (33) of ELL student did not make satisfactory progress in Algebra.	In 2013 decrease the number of ELL students not making satisfactory progress in Algebra to 57% (30 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	Some ELL students struggle with test taking strategies.	Utilize Journeys III and Achieve 3000 software in DLA and DLA-R classes to assist students in learning test taking strategies.	Principal Assistant Principal Compliance Teacher Guidance Department	Ongoing monitoring of students' progress through class mini-assessments and Journeys and Achieve 3000 software.	Mini-assesments, Journeys, Achieve 3000, and EOC.
2	Lack of English Language Acquisition.	Ensure that students are provided with extended support services to assist with academic disparities. Use ELL reading strategies in all math classrooms to promote and improve math literacy. ESOL Compliance/Resource teacher will provide support and resources to students and Math teacher. Compliance/Resource teacher will also assist and work with parents.	Principal Assistant Principal Math Coaches ESOL Compliance/Resource Teacher Teacher	Review of data from progress monitoring tests, District Benchmark tests, and EOC exams. Monitoring from ESOL Compliance/Resource Teacher	Data from progress monitoring assessments, District Benchmark tests, and EOC exams.
3	A high percent of students are below proficiency in Reading and Writing skills and need additional interventions in Math and Reading.	Placement of Level 1 and Level 2 performers in Math Enhancement classes. Use reading strategies in all math classrooms to promote and improve math literacy. Utilize ALEKS lab on a regular basis.	Principal Assistant Principal Math Coaches ESOL Compliance/Resource Teacher Teacher	Review of data from progress monitoring tests, District Benchmark tests, and EOC exams. Monitoring from ESOL Compliance/Resource Teacher	Data from progress monitoring assessments, District Benchmark tests, and EOC exams.
	Need for extended learning opportunities.	Create and implement after school and Saturday tutoring, with	Principal Assistant Principal	Monitoring students in afterschool and Saturday tutoring program.	Sign-in sheets Benchmarks

4		transportation, for students in need of intense academic tutoring for the EOC.	Math Coaches ESOL Compliance/Resource Teacher Teacher		Formative and Summative Assessments
5	Lack of Parental (Family) Involvement.	Increase parent involvement in PTSA, SAC, and Parent Leadership Counsel which is led by the ESOL Resource Teacher.	Principal Assistant Principal Math Coaches ESOL Compliance/Resource Teacher Teacher	Parent survey Parent involvement in PLC, PTSA, and SAC. Student achievement	Sign-in sheets from parent and informational 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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June 2013 decrease the number of SWD students not making satisfactory progress in Algebra by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 92% (12) of SWD students did not make satisfactory progress in Algebra.	By June 2013 decrease the number of SWD students not making satisfactory progress in Algebra to 87% (11) 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	A high percent of students are below proficiency in Reading and Writing skills and need additional interventions in Math and Reading.	Placement of Level 1 and Level 2 performers in Math Enhancement classes. Use reading strategies in all math classrooms to promote and improve math literacy. Utilize ALEKS lab on a regular basis.	Principal Assistant Principal Math Coaches Guidance Department Teachers	Review of data from Progress Monitoring assessments, District Benchmark tests, and EOC exams.	Data from Progress Monitoring tests, district benchmarks tests, and EOC exams.
2	Inconsistent use of Fidelity of Instruction.	Emphasize manipulative use in math classrooms to reinforce concrete learning and focus. Employ differentiated instruction strategies in all math classes to focus on individual needs and learning styles. Resource coaches and placement specialist will collaborate with teachers.	Principal Assistant Principal Math Coaches Guidance Department Teachers	Review of data from Progress Monitoring assessments, District Benchmark tests, and EOC exams.	Data from Progress Monitoring tests, district benchmarks tests, and EOC exams.
	A high percent of students need extended learning opportunities.	Ensure that students are provided with extended support services to assist with academic disparties.	Principal Assistant Principal Math Coaches	Review of data from Progress Monitoring assessments, District Benchmark tests, and EOC exams	Data from Progress Monitoring tests, district benchmarks tests, and EOC exams.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3		Offer tutoring after school and on Saturdays. Reading and math enhancement classes.	Guidance Department Teachers		
4	Utilizing on-going assessments to guide instruction.	Provide time for teachers and coaches to construct common formative assessments. Professional development on how to use formative assessments as a tool for instruction.	Principal Assistant Principal Math Coaches Teachers	Monitoring of formative assessment data through team and grade level meetings.	Assessments and benchmarks.
5	Routine Classroom methodologies.	Develop routine classroom methodologoies for academics and behaviors.	Principal Assistant Principal Coaches Staffing Specialist Inclusion Coach Teachers	CWT	CWT tool
6	Reviewing IEPs	Provide training on how to read IEPs and use them to guide instruction.	Principal Assistant Principal Coaches Staffing Specialist Inclusion Coach Teachers	CWT	CWT tool
7	Need for extended learning opportunities.	Provide after school and Saturday tutoring with transportation for students in need of intense academic assistance.	Principal Assistant Principal Coaches Staffing Specialist Inclusion Coach Teachers	Monitoring students in after school programs.	Sign-in sheets Benchmarks Formative and Summative Assessments.

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013 decrease the number of economically disadvantaged students not making satisfactory progress by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 68% (278) of economically disadvantage students did not make satisfactory progress in Algebra.	By June 2013 decrease the number of economically disadvantaged students not making satisfactory progress to 63% (257) 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
Partial implementation of Algebra I classroom	Teachers will continue to use pre and post mini-	Principal	CWT, observations, and monitoring of teacher	CWT and observation tool

		1	teachers implementing data-driven instruction.	assessments to drive instruction. Teachers will maintain data walls and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls and binders.	Assistant Principals Mathematics Coaches Teachers	lesson plans and materials. Student assessments	
		2	Algebra I teachers inconsistently maintain strategic arrangements of students for small group instruction by achievement levels.	Teachers will continue to use quatitative data to form small groups by achievement level. The Math Coaches will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction.	Principal Assistant Principals Mathematics Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tool
		3	In Algebra I mathematics teachers inconsistently utilize vocabulary acquisition strategies which will support students' mastery of mathematical terminology.	During common planning and PLC's teachers will participate in weekly professional development with vocabulary acquisition strategies. The mathematics department will focus on implementing on vocabulary strategy per month. Mathematics teachers will implement the chosen vocabulary strategy on a daily basis. During common planning teachers will debrief and share effectiveness of the monthly vocabulary acquisition strategy. Teachers will model appropriate use of mathematical terminology in the classroom. School-based administrators will support and monitor implementation of the chosen monthly vocabulary acquisition strategies.	Principal Assistant Principals Mathematics Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool
		4	Partial implementation of Algebra I and Math Enhancement teachers having common planning time.	Common Planning time will be provided and Algebra I and Math enhancement teachers will participate.	Principal API Assistant Principals Mathematics Coaches	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool Master Schedule

| 5 | Inconsistent rigorous coursework and interventions for students taking the Algebra EOC and strategies for students who did not pass the EOC. | Coaches will work side-by-side with teachers and assist with lesson planning to ensure rigorous coursework.

Incoming 8th grade students who did not pass the Algebra EOC and are high Level 2 will receive a double block.

Structured tutoring will be provided for students afterschool and on Saturdays.

Develop Saturday tutoring for feeder pattern schools. | Teachers

Principal

Assistant Principals

Mathematics Coaches

Teachers | CWT, observations, and monitoring of teacher lesson plans and materials.

Student assessments | CWT and observation tool |

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:	By June 2013 students scoring at Achievement Level 3 or above in Geometry will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 9% (36) geometry students achieved a Level 3 or greater.	By June 2013 18% (72) geometry students will achieve a Level 3 or greater.

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	Partial implementation of Geometry classroom teachers implementing data-driven instruction.	Teachers will continue to use pre and post mini-assessments to drive instruction. Teachers will maintain data walls, and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls and binders.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessmments	CWT and observation tools.
	In Geometry mathematics teachers inconsistently maintain strategic arrangement of students for small-group instruction by achievement levels.	Teachers will continue to use quantitative data to form small groups by achievement level. The Math Coach will	Principal Assistant Principals Mathematic Coaches	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessmments	CWT and observation tools

2		model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction	Teachers		
3	Geometry mathematics teachers inconsistently utilizing vocabulary acquisition strategies which will support students' mastery of mathematical terminology.	During common planning and PLC's teachers will participate in weekly professional development with vocabulary acquisition strategies. The mathematics department will focus on implementing on vocabulary strategy per month. Mathematics teachers will implement the chosen vocabulary strategy on a daily basis. During common planning teachers will debrief and share effectiveness of the monthly vocabulary acquisition strategy. Teachers will model appropriate use of mathematical terminology in the classroom. School-based administrators will support and monitor implementation of the chosen monthly vocabulary acquisition strategies.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations and monitoring of teacher lesson plans and materials. Student Assessmments	CWT and observation tools
4	Rigorous course work and interventions for students taking the Geometry EOC and strategies for students who did not pass the EOC.	Coaches will provided side-by-side coaching for teachers and assistance with lesson planning. PLC's will provide professional development with rigorouse coursework and interventions for students. After school and Saturday tutoring will be offered to students not passing the Geometry EOC or needing further assistance. Feeder Pattern schools will be offered Saturday tutoring at Evans for those needing assistance with EOC's.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessmments	CWT and observation tools

		8th and 9th grade students not passing the Algebra EOC will have a double block of Geometry.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Increase by 3% students scoring at 60 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Spring 2012 the Geometry EOC was given for the first time. The scores were provided in Thirds not in Levels. In June 2012 Evans had 9% scoring in the third level which is satisfactory. 1% (3) students scored 65 or above.	Increase to 4% (16)students scoring at 60 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	Partial implementation of Geometry classroom teachers implementing data-driven instruction.	Teacher will continue to use pre and post mini-assessments to drive instruction and offer enhancements to students achieving a Level 4. Teachers will maintain data walls, and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls, and binders.	Principal Assistant Principal Mathematics Coach Teachers	CWT, observations, and monitoring of teacher lesson plans and materials.	CWT and observation tools.
2	Inconsisent use of Fidelity of instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Teachers will post measurable objectives and incorporate them into daily lessons. Teachers will receive professional development on writing and implementing effective essential questions, and measureable objectives. Use the coaching cycle to support teachers with instruction, measureable objectives, essential questions and instructional delivery. Teachers needing additional experience	Principal Assistant Principal Leadership Team Mathematics Coach Teachers	CWT The Leadership Team will provide support and monitor the utilization of measureable objectives within each classroom and essential questions. New Math teachers are strategically placed with an experienced teacher/mentor as described under the Teacher Mentoring Program. As well as best practices are reviewed during collaborative time.	CWT tool Results of Benchmark and common assessments Lesson Plan and Delivery

			will receive mentoring and assistance to address the needs of the targeted students.	
3	Capacity of teachers to do progress monitoring.	Provide teachers with intense professional development on how to monitor student data through PLC's.	Principal Assistant Principal Leadership Team Mathematics Coach Teachers	Continuously use collaborative time as an opportunity to develop teacher capacity as a means to empower them. Data-driven decision making	Collaborative time agendas and PD sign-in sheets
4	Lack of writing skills.	Enrich critical writing skills - students will create a writing Portfolio.	Principal Assistant Principal Coaches Teacher	An analysis of the writing portfolio will determine proficiency of skills.	Benchmark testing FCAT Writing test
5	In Geometry mathematics teachers inconsistently maintain strategic arrangement of students for small-group instruction by achievement levels.	Teachers will continue to use quantitative data to form small groups by achievement level. The Math Coach will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tools

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 :				

Evans High School will reduce their achievement gap by 50% by SY 2016-2017. By 2016-2017 55% of Evans High School students will achieve a Level 3 or greater on the Geometry EOC.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	9%	18%	27%	36%	

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:	By June 2012 Evans will reduce the number of students not making satisfactory progress in Geometry in in all ethnicity subgroups by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 students in the following ethnicity subgroups did not making satisfactory progress in Geometry: 94% (300) Black 78% (22) Hispanic	By June 2012 Evans will reduce the number of students not making satisfactory progress in Geometry in in all ethnicity subgroups by 5%. 89% (283) Black 73% (20) Hispanic

71% (5) White
60% (6) Asian

66% (4) White
55% (5) Asian

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	Partial implementation of Geometry classroom teachers implementing data-driven instruction.	Teachers will continue to use pre and post mini-assessments to drive instruction. Teachers will maintain data walls, and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls and binders.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tools.
2	In Geometry mathematics teachers inconsistently maintain strategic arrangement of students for small-group instruction by achievement levels.	Teachers will continue to use quantitative data to form small groups by achievement level. The Math Coach will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tools
3	Geometry mathematics teachers inconsistently utilizing vocabulary acquisition strategies which will support students' mastery of mathematical terminology.	During common planning and PLC's teachers will participate in weekly professional development with vocabulary acquisition strategies. The mathematics department will focus on implementing one vocabulary strategy per month. Mathematics teachers will implement the chosen vocabulary strategy on a daily basis. During common planning teachers will debrief and share effectiveness of the monthly vocabulary acquisition strategy. Teachers will model appropriate use of mathematical terminology in the classroom. School-based	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tools

		administrators will support and monitor implementation of the chosen monthly vocabulary acquisition strategies.			
4	Rigorous coursework and interventions for students taking the Geometry EOC and strategies for students who did not pass the EOC.	Coaches will provided side-by-side coaching for teachers and assistance with lesson planning. PLC's will provide professional development with rigorous coursework and interventions for students. After school and Saturday tutoring will be offered to students not passing the Geometry EOC or needing further assistance. Feeder Pattern schools will be offered Saturday tutoring at Evans for those needing assistance with EOC's. 8th and 9th grade students not passing the Algebra EOC will have a double block of Geometry.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tools
5	Incosistent use of Fidelity of instruction.	Ensure teachers are using lesson plans that promote rigorous instruction. Teachers will post measurable objectives and incorporate them into daily lessons. Teachers will receive professional development on writing and implementing effective essential questions and measureable objectives. Use the coaching cycle to support teachers with instruction, measureable objectives, essential questions and instructional delivery. Teachers needing additional experience will receive mentoring and assistance to address the needs of the targeted students.	Principal Assistant Principal Leadership Team Mathematics Coach Teachers	CWT The Leadership Team will provide support and monitor the utilization of measureable objectives within each classroom and essential questions. New Math teachers are strategically placed with an experienced teacher/mentor as described under the Teacher Mentoring Program. As well as best practices are reviewed during collaborative time.	CWT tool Results of Benchmark and common assessments Lesson Plan and Delivery
6	Capacity of teachers to do progress monitoring.	Provide teachers with intense professional development on how to monitor student data through PLC's.	Principal Assistant Principal Leadership Team Mathematics	Continuously use collaborative time as an opportunity to develop teacher capacity as a means to empower them. Data-driven decision	Collaborative time agendas and PD sign-in sheets

| | | Coach | making | |
| | | Teachers | | |

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:	Decrease the number of ELL students not making satisfactory progress in Geometry by June 2013 bt 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 94% (65) of ELL students were not making satisfactory progress in Geometry.	Decrease the number of ELL students not making satisfactory progress in Geometry by June 2013 to 89% (61)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	Some ELL students struggle with test taking strategies.	Utilize Journeys III and Achieve 3000 software in DLA and DLA-R classes to assist students in learning test taking strategies.	Principal Assistant Principal Compliance Teacher Guidance Department	Ongoing monitoring of students' progress through class mini-assessments and Journeys and Achieve 3000 software.	Mini-assessments, Journeys and Achieve 3000 and EOC.
2	Lack of English Language Acquisition.	Ensure that students are provided with extended support services to assist with academic disparities. Use ELL reading strategies in all math classrooms to promote and improve math literacy. ESOL Compliance/Resource teacher will provide support and resources to students and Math teacher. Compliance/Resource teacher will also assist and work with parents.	Principal Assistant Principal Math Coaches ESOL Compliance/Resource Teacher Teacher	Review of data from progress monitoring tests, District Benchmark tests, and EOC exams. Monitoring from ESOL Compliance/Resource Teacher	Data from progress monitoring assessments, District Benchmark tests, and EOC exams.
3	A high percent of students are below proficiency in Reading and Writing skills and need additional interventions in Math and Reading.	Placement of Level 1 and Level 2 performers in Math Enhancement classes. Use reading strategies in all math classrooms to promote and improve math literacy. Utilize ALEKS lab on a regular basis.	Principal Assistant Principal Math Coaches ESOL Compliance/Resource Teacher Teacher	Review of data from progress monitoring tests, District Benchmark tests, and EOC exams. Monitoring from ESOL Compliance/Resource Teacher	Data from progress monitoring assessments, District Benchmark tests, and EOC exams.
	Need for extended learning.	Create and implement after school and Saturday tutoring, with transportation, for students in need of	Principal Assistant Principal Math Coaches	Monitoring students in afterschool and Saturday tutoring program.	Sign-in sheets Benchmarks Formative and

4		intense academic tutoring for the EOC.	ESOL Compliance/Resource Teacher Teacher		Summative Assessments
5	Lack of Parental (Family) Involvement.	Increase parent involvement in PTSA, SAC, and Parent Leadership Counsel which is led by the ESOL Resource Teacher.	Principal Assistant Principal Math Coaches ESOL Compliance/Resource Teacher Teacher	Parent survey Parent involvement in PLC, PTSA and SAC. Student achievement	Sign-in sheets from parent and informational night.
6	Rigorous coursework and interventions for students taking the Geometry EOC and strategies for students who did not pass the EOC.	Coaches will provided side-by-side coaching for teachers and assistance with lesson planning. PLC's will provide professional development with rigorous coursework and interventions for students. After school and Saturday tutoring will be offered to students not passing the Geometry EOC or needing further assistance. Feeder Pattern schools will be offered Saturday tutoring at Evans for those needing assistance with EOC's. 8th and 9th grade students not passing the Algebra EOC will have a double block of Geometry.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans, and materials. Student Assessments	CWT and observation tools

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:	By June 2013 the number of SWD students not making satisfactory progress in Geometry will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
in June 2012 83% (5) students with disabilties (SWD) were not making satisfactory progress in Geometry.	By June 2013 the number of SWD students not making satisfactory progress in Geometry will decrease to 78% (4).

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
	A high percent of students are below proficiency in Reading	Placement of Level 1 and Level 2 performers in Math Enhancement	Principal Assistant Principal	Review of data from Progress Monitoring assessments, District	Data from Progress Monitoring tests,

1	and Writing skills and need additional interventions in Math and Reading.	classes. Use reading strategies in all math classrooms to promote and improve math literacy. Utilize ALEKS lab on a regular basis.	Math Coaches Guidance Department Teachers	Benchmark tests, and EOC exams.	district benchmarks tests, and EOC exams.
2	Inconsistent use of Fidelity of Instruction.	Emphasize manipulative use in math classrooms to reinforce concrete learning and focus. Employ differentiated instruction strategies in all math classes to focus on individual needs and learning styles. Resource coaches and placement specialist will collaborate with teachers.	Principal Assistant Principal Math Coaches Guidance Department Teachers	Review of data from Progress Monitoring assessments, District Benchmark tests, and EOC exams.	Data from Progress Monitoring tests, district benchmarks tests, and EOC exams.
3	A high percent of students need extended learning opportunities.	Ensure that students are provided with extended support services to assist with academic disparities. Offer tutoring after school and on Saturdays. Reading and math enhancement classes.	Principal Assistant Principal Math Coaches Guidance Department Teachers	Review of data from Progress Monitoring assessments, District Benchmark tests, and EOC exams	Data from Progress Monitoring tests, district benchmarks tests, and EOC exams.
4	Utilizing on-going assessments to guide instruction.	Provide time for teachers and coaches to construct common formative assessments. PD on how to use formative assessments as a tool for instruction.	Principal Assistant Principal Coaches Staffing Specialist Inclusion Coach Teachers	Monitoring of formative assessment data through team and grade level meetings.	Assessments and benchmarks.
5	Routine Classroom methodologies.	Develop routine classroom methodologies for academics and behaviors.	Principal Assistant Principal Coaches Staffing Specialist Inclusion Coach Teachers	CWT and observations	CWT tool
6	Reviewing IEPs	Provide training on how to read IEPs and use them to guide instruction.	Principal Assistant Principal Coaches Staffing Specialist Inclusion Coach Teachers	CWT and observations	CWT tool
	Need for extended learning opportunities.	Create and implement after school and Saturday tutoring with transportation for students in need of	Principal Assistant Principal Coaches	Through assessments and classroom observations monitor students in after school programs.	Sign-in sheets Benchmarks Formative and

7		intense academic assistance. Staffing Specialist Inclusion Coach Teachers		Summative Assessments.

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013 economically disadvantaged students not making satisfactory progress in Geometry will decrease BY 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 91%. (279) of economically disadvantaged students did not make satisifactory progress in Geometry.	By June 2013 economically disadvantaged students not making satisfactory progress in Geometry will decrease to 86% (264).

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	Partial implementation of Geometry classroom teachers implementing data-driven instruction.	Teachers will continue to use pre and post mini-assessments to drive instruction. Teachers will maintain data walls and data binders. School-based administrators will support and monitor implementation of mini-assessments data, data walls and binders.	Principal Assistant Principals Mathematics Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool
2	Geometry teachers inconsistently maintain strategic arrangements of students for small group instruction by achievement levels.	Teachers will continue to use quantitative data to form small groups by achievement level. The Math Coaches will model small-group instruction by achievement levels as needed. School-based administrators will support and monitor implementation of data driven small-group instruction.	Principal Assistant Principals Mathematics Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tool
	In Geometry mathematics teachers inconsistently utilize vocabulary acquisition strategies which will support students' mastery of mathematical terminology.	During common planning and PLC's teachers will participate in weekly professional development with vocabulary acquisition strategies. The mathematics department will focus on implementing one vocabulary strategy per	Principal Assistant Principals Mathematics Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student assessments	CWT and observation tool

3		month. Mathematics teachers will implement the chosen vocabulary strategy on a daily basis. During common planning teachers will debrief and share effectiveness of the monthly vocabulary acquisition strategy. Teachers will model appropriate use of mathematical terminology in the classroom. School-based administrators will support and monitor implementation of the chosen monthly vocabulary acquisition strategies.				
4	Rigorous coursework and interventions for students taking the Geometry EOC and strategies for students who did not pass the EOC.	Coaches will provide side-by-side coaching for teachers and assistance with lesson planning. PLC's will provide professional development with rigorous coursework and interventions for students. After school and Saturday tutoring will be offered to students not passing the Geometry EOC or needing further assistance. Feeder Pattern schools will be offered Saturday tutoring at Evans for those needing assistance with EOC's. 8th and 9th grade students not passing the Algebra EOC will have a double block of Geometry.	Principal Assistant Principals Mathematic Coaches Teachers	CWT, observations, and monitoring of teacher lesson plans and materials. Student Assessments	CWT and observation tools	

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
					PLC's	Principal

Data Driven Differentiated Instruction	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	Coaching Cycle Classroom walk through and observations	Assistant Principals Math Coaches CRT
Higher Order Thinking Strategies	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Gradual Release	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
FCIM/Florida Continuous Improvement Model	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Student Interaction with Technology/21st Century Skills	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle and TBA	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Writing strategies for all content areas	All Grade Levels	Reading and Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Common Core State Standards	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Analyzing data - Edusoft Benchmark Assessments and FCAT	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Vocabulary Acquisition Strategies	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Cooperative Learning	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Math Coaches CRT
Unwrapping the Benchmarks and Item Specs	All Grade Levels	Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and	Principal Assistant Principals Coaches

						observations
						CRT
Lesson Planning, delivery, and common formative assessments	All Grade Levels	Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
Progress Book	All Grade Levels	API Coaches	School-wide	During Pre-Planning	Coaching Cycle	Principal Assistant Principals Coaches CRT
Subject Area and Program PLCs	All Grade Levels	Assistant Principal Math Coaches	Math Teachers and tutors	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
Marzano's Domains	All Grade Levels	CRT	School-wide	October 11, 2012	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
Text Complexity and Higher Order Questioning/Think	All Grade Levels	CRT	School-wide	September 19, 2012	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
Teaching Vocabulary within the content area	All Grade Levels	CRT	School-wide	November 28, 2012	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
AVID and WICR Strategies for student success	All Grade Levels	CRT	School-wide	March 20, 2013	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
Using Data to Drive Instruction	All Grade Levels	CRT	School-wide	February 20, 2013	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
CLOSE Reading/CIS	All Grade Levels	CRT	School-wide	January 23, 2013	PLC's Coaching Cycle Classroom walk through and observations	Principal Assistant Principals Coaches CRT
Common Core Standards for all contents	All Grade Levels	CRT	School-wide	May 15, 2013	PLC's Coaching Cycle Classroom walk through and observations	Coaching Cycle Classroom walk through and observations Principal Assistant Principals

						Coaches
						CRT
IPDP Creating Smart Goals	All Grade Levels	CRT	School-wide	September 13, 2012	PLC's Coaching Cycle Classroom walk through and observations	Coaching Cycle Classroom walk through and observations Principal Assistant Principals Coaches CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ALEKS	Diagnostic software used in Math Labs for for Math Enhancement	General	$16,600.00
			Subtotal: $16,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching	School Improvement Title I	$132,000.00
			Subtotal: $132,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $148,600.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

In June 2012 0% (1 student which scored Level 7) scored a Level 4, 5, 6 on Science Florida Alternate Assessment.	In June 2013 50% (4) students will score a 4, 5, 6 in Science on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations using an observation sheet that will help them to utilize hands-on activities in the classroom.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist	Principal Assistant Principals Staffing Specialist	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

| | | and participate in reflective conversations about instructional practices observed.

Planning time will be incorporated to allow teachers to participate in demonstration cycle.

School-based administration will support and monitor. | Inclusion Coach

Coaches | | |

(row label: 3)

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	By June 2013 25% (2) students will score a Level 7 or above in Science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 100% (1) student scored at or above 7 in Science on the Florida Alternate Assessment.	By June 2013 25% (2) students will score a Level 7 or above in Science on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training. ESE teachers will participate in Lesson Study. School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	Student Achievement CWT and observation tools. Student Achievement assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2		Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations using an observation sheet that will help them to utilize hands-on activities in the classroom.			
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate in demonstration cycle. School-based administration will support and monitor.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	Student Achievement CWT and observation tools. Student Achievement assessments

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	By June 2013 increase the number of students achieving proficiency, FCAT Level 3 or above in Biology EOC by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 53% (58) students scored an achievement Level 3 in Biology.	By July 2013, 56% (61)students will achieve a Level 3 on the Biology EOC.
Problem-Solving Process to Increase Student Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1					
2	A high percent of students are below proficiency in Reading and Writing skills.	Develop and implement Interactive notebooks with students. Increase frequency of lab reports and activities. Increase vocabulary through interactive word walls and thinking maps.	Principal Assistant Principals Science and Reading Coaches	CWT Monitoring of Lesson Plan and student work.	CWT Classroom and benchmark assessments
3	Inconsistent use of Fidelity of Instruction	Leadership Team members and PLC's will collaborate to create a professional development plan and provide training to teacher on writing objectives. Professional Development will take place in PLC's and other collaborative times.	Principal Assistant Principals CRT Coaches PLC	School Administrators will conduct CWT to determine effectiveness of the professional development and if further development is needed.	CWT form Classroom and benchmark assessments
4	Lesson plans do not consistently include essential questions that are relevant, rigorous, and embedded throughout daily instruction.	Coaches will utilize the coaching cycle to support the implementation of effective essential questions. Professional Development thorough PLC's will instruct teachers how to develop lessons and reference essential questions during the lesson in all classrooms.	Principal Assistant Principal CRT Coaches PLC	School Administrators will conduct CWT to determine effectiveness of the professional development and if further development is needed.	CWT form Classroom and benchmark assessments
5	Inconsistent lesson plan delivery reflecting the 5E instructional model and inquiry based scientific learning.	Disseminate and review with teachers the current common lesson plan template that includes the 5E instructional model. Coaches will support and monitor implementation. Provide an introduction to science inquiry skill for science teachers to include: modeling, coaching, and prepared lessons. Coaches and teachers will collaborate to create inquiry based lessons.	Principal Assistant Principal CRT Coaches PLC	School Administrators will conduct CWT to determine effectiveness of the professional development and if further development is needed. Coaches will monitor implementation.	CWT form Classroom and benchmark assessments
6	Attendance - excessive absences and tardies	Conduct Attendance Child Study Team meetings with parents. Implement Attendance Contracts Conduct Data chats/mentoring in grade level teams. Colaboration in PLC	Principal Assistant Principals Attendance Dean	Ongoing monitoring of student attendance and tardy rates.	Attendance contracts Attendance reports from SMS

		teams and special teams such as IB, AVID and AP.			
7	Inconsistent evidence of teachers utilizing the Next Generation Sunshine State Standards/Common Core State Standards to drive instruction.	The Science Coach, will provide professional development for the teachers on the utilization of Biology Test Item Specifications, course specific Benchmark complexity levels, and Common Core State Standards, to assist students with understanding content material. Teachers will utilize PLC's to strategically plan lessons that match the complexity level of the benchmarks. Biology teachers will consistently implement lessons that incorporate the use of the Biology Test Item Specifications. All other science teachers will consistently implement lessons that match the rigor and cognitive complexity level of course-specific Benchmarks. Biology Teachers and the Science Coach will collaborate during PLC's to target instructional challenges and share best practices related to incorporating Biology Test Item Specifications and content specific Benchmarks within the lesson. Teachers will participate in lesson study to evaluate and refine lessons that incorporate the use of Biology Test Item Specifications and content specific Benchmarks within lessons.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom observations to identify teachers in need of additional support in understanding Biology Test Item Specs and content specific Benchmarks. Administrators will collaborate with the Science Coach to develop a coaching plan for identified teachers and the Science Coach will utilize the coaching cycle (conferencing, modeling, and observations) to support teachers with the implementation. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of Biology Test Item Specifications and content specific Benchmarks.	Classroom walkthrough data Lesson Plans Coaches Logs
	Although teachers are utilizing higher order questions during instruction, questioning is not pervasive throughout the lesson to promote critical, independent, and creative thinking.	Science Coach will facilitate discussions during PLC's on how to incorporate higher order questions throughout the entire lesson. Teachers will utilize PLC's to strategically	Principal Assistant Principals Science Coach CRT Leadership Team	Administrators will conduct classroom observations to identify teachers in need of additional support on the implementation of higher order questions.	Classroom walkthrough data Lesson Plans

8		plan lessons that incorporate the use of higher order questions throughout daily instructions and implement. Teachers will participate in Lesson Study to evaluate and refine lessons that incorporate higher order questions.	Teachers	Administrators will collaborate with the Science Coach to develop a strategic coaching calendar for teachers in need of additional support with implementation of higher order questions within daily instruction. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of higher order thinking questions at the analysis, synthesis, and application levels.	
9	Inconsistencies with teachers' use of high complexity tasks that align with the strategic, complex, and extended reason required of the Benchmark.	Science Coach, in collaboration with district support will schedule, provide modeling, and conduct side-by-side coaching for teachers on the use of inquiry based lessons that promote high level cognitive complex tasks that match the rigor of the Benchmarks and teachers will implement. Teachers and the Science Coach will collaborate during PLC's to target instructional challenges and share best practices related to implementing inquiry based lessons that match the complexity level of the Benchmarks. Teachers will participate in lesson study to evaluate and refine lessons that incorporate inquiry based lessons that match the complexity level of the Benchmarks.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom walkthroughs to identify teachers in need of additional support with the implementation of inquiry based lessons that match the complexity level of the Benchmarks. Administrators will collaborate with the Science Coach to develop a strategic coaching calendar for teachers in need of additional support with the implementation. The Science Coach will utilize the coaching cycle to support teachers with the implementation and those needing additional assistance. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that teachers implement inquiry based lessons that match the rigor of the Benchmarks.	Classroom walkthrough data Lesson Plans
	Partial implementation of data-driven instruction.	Science Caoch and teachers will utilize data for small group diffentiatiated instruction with focus on content area reading. PLC's will be utilized to develop an instructional Focus calendar, mini-assessments, and mini-	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom walkthroughs to identify teachers in need of additional support. Administrators, in collaboration with the Science Coach will develop a strategic coaching calendar for teachers in need of	Classroom walkthrough data Lesson Plans Coaching Logs

10		lessons that provide data driven small group instruction. Teachers will utilize data to implement lessons developed during PLC's for enrichment, remediation and re-assessment. Teachers will conduct teacher-student data chats. School-based administrators will provide support, give feedback and monitor implementation.		additional support with the implementation of small group, data-driven, differentiated instruction within lessons. The Science Coach will support identified teachers through the use of the coaching cycle. Administrators will conduct classroom observations and review lesson plan documentation to ensure that instruction includes the use of small group data-driven differentiated instruction.	
11	Inconsistent evidence that teachers utilize opportunities for students to authentically write about their learning using scientific vocabulary to summarize, rethink, and explain learning outcomes.	The Science Coach, in collaboration with all science teachers, will create a common lab template which will allow students to summarize, rethink, and explain learning outcomes in writing. The Science Coach will schedule and provide side-by-side coaching and modeling for teachers on the use of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. Teachers will utilize PLC's to plan lessons that incorporate the use of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. Science teachers will consistently implement daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom observations to identify teachers in need of additional support with implementation of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. Administrators will collaborate with the Science Coach to develop a coaching plan to support teachers with implementation. Science Coach will provide additional coaching and modeling for teachers in need of support. Administrators will conduct classroom observations and review lesson plan documentation to ensure that teachers are implementing daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.	Classroom walkthrough data Lesson Plans Coaching Logs
	Continued use of all FCIM components to ensure mastery of all science benchmarks.	Continue implementation of all components of FCIM (Plan, Do, Check, ACT). Science Coach, will provide professional development for science teachers to develop an understanding of the Benchmarks.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will monitor the implementation of FCIM in classes by conducting weekly classroom walkthroughs and providing immediate reflective feedback to teachers.	Classroom walkthrough data

12		Science teachers, in collaboration with the Science Coach, will create subject specific common assessments that match the Benchmarks. Teachers, in collaboration with the Science Coach, will use data from District Baseline Assessments to develop subject-specific Instructional Focus Calendars Teachers will implement the use of focus mini-lessons administer mini-assessments to monitor students' progress. Teachers will utilize data from mini-assessments and district Benchmarks exams to monitor student progress and provide on-going interventions through small group, differentiated instruction. Ongoing data chats will be conducted between the Leadership Team to teachers and teachers to students, to set goals for academic achievement.			
13	Inconsistent implementation of higher order thinking and questioning strategies throughout lessons.	Science Coach and teachers will utilize common planning and Professional Learning Communities (PLC') to develop lessons and assessments that embed strategies for higher order thinking questions. Science Coach will model strategies for delivery of higher order thinking questions. School-based administrators will ensure professional development on higher order thinking and questioning strategies be provided to Science teachers. Science Coach and teachers will develop a Model classroom that demonstrates higher order thinking questions and	Principal Assistant Principals Science Coach CRT Teachers	CWT, observations, and monitoring of teacher lesson plans and materials.	CWT and observation tools

		strategies. Science teachers will implement higher order thinking and questioning strategies throughout lessons. School-based administrators will provide support, give feedback and monitor implementation.			
14	Inconsistency in design and implementation of lessons that incorporate rigorous tasks.	Science Coach and teachers will utilize the common planning time to develop lessons that incorporate rigorous tasks that meet the NGSSS and the Common Core State Standards (CCSS). School-based administrators will ensure teachers are provided professional development on the CCSS. Science Coach and teachers will develop a Model classroom that demonstrates lessons that match the Benchmark complexity. Science teachers will implement lessons that incorporate rigorous tasks. School-based administrators will provide support, give feedback and monitor implementation.	Principal Assistant Principals Science Coach CRT Teachers	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools
15	Partial Implementation of rigorous coursework and interventions for students taking the Biology EOC.	Teachers will be provided with professional development through PLC's on incorporating rigorous cousework and interventions in lesson plans. Biology EOC tutoring will be provided after school and on Saturdays for students needing additional assistance.	Principal Assistant Principals Science Coach Teachers	CWT's, observations, and monitoring of teacher lesson plans and materials. Assessments	CWT and Observation tools

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:	By June 2013 increase the number of students achieving a score of 65 or greater by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In Spring 2012 the Biology EOC was given for the first time. The scores were provided in Thirds not in Levels. In June 2012 Evans had 53% scoring in the third level which is satisfactory. 4% (3) students scored 65 or above.	By June 2013 7% (7) students will achieve a score of 65 or above in the Biology EOC.

		Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A high percent of students are below proficiency in Reading and Writing skills.	Develop and implement Interactive notebooks with students. Increase frequency of lab reports and activities. Increase vocabulary through interactive word walls and thinking maps.	Principal Assistant Principals Science and Reading Coaches Teachers	CWT Monitoring of Lesson Plan and student work.	CWT Classroom and benchmark assessments
2	Inconsistent evidence of teachers utilizing the Next Generation Sunshine State Standards/Common Core State Standards to drive instruction.	The Science Coach, will provide professional development for the teachers on the utilization of Biology Test Item Specifications, course specific Benchmark complexity levels, and Common Core State Standards, to assist students with understanding content material. Teachers will utilize PLC's to strategically plan lessons that match the complexity level of the benchmarks. Biology teachers will consistently implement lessons that incorporate the use of the Biology Test Item Specifications. All other science teachers will consistently implement lessons that match the rigor and cognitive complexity level of course-specific Benchmarks. Biology Teachers and the Science Coach will collaborate during PLC's to target instructional challenges and share best practices related to incorporating Biology Test Item Specifications and content specific Benchmarks within the	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom observations to identify teachers in need of additional support in understanding Biology Test Item Specs and content specific Benchmarks. Administrators will collaborate with the Science Coach to develop a coaching plan for identified teachers and the Science Coach will utilize the coaching cycle (conferencing, modeling and observations) to support teachers with the implementation.	Classroom walkthrough data Lesson Plans Coaches Logs

			lesson. Teachers will participate in lesson study to evaluate and refine lessons that incorporate the use of Biology Test Item Specifications and content specific Benchmarks within lessons.			
	3	Although teachers are utilizing higher order questions during instruction, questioning is not pervasive throughout the lesson to promote critical, independent, and creative thinking.	Science Coach will facilitate discussions during PLC's on how to incorporate higher order questions throughout the entire lesson. Teachers will utilize PLC's to strategically plan lessons that incorporate the use of higher order questions throughout daily instructions and implement. Teachers will participate in Lesson Study to evaluate and refine lessons that incorporate higher order questions.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom observations to identify teachers in need of additional support on the implementation of higher order questions. Administrators will collaborate with the Science Coach to develop a strategic coaching calendar for teachers in need of additional support with implementation of higher order questions within daily instruction. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of higher order thinking questions at the analysis, synthesis, and application levels.	Classroom walkthrough data Lesson Plans
	4	Inconsistencies with teachers' use of high complexity tasks that align with the strategic, complex and extended reason required of the Benchmark.	Science Coach, in collaboration with district support will schedule, provide modeling, and conduct side-by-side coaching for teachers on the use of inquiry based lessons that promote high level cognitive complex tasks that match the rigor of the Benchmarks and teachers will implement. Teachers and the Science Coach will collaborate during PLC's to target instructional challenges and share best practices related to implementing inquiry based lessons that match the complexity level of the Benchmarks. Teachers will participate in lesson	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom walkthroughs to identify teachers in need of additional support with the implementation of inquiry based lessons that match the complexity level of the Benchmarks. Administrators will collaborate with the Science Coach to develop a strategic coaching calendar for teachers in need of additional support with the implementation. The Science Coach will utilize the coaching cycle to support teachers with the implementation and those needing additional assistance. Administrators will conduct classroom	Classroom walkthrough data Lesson Plans

		study to evaluate and refine lessons that incorporate inquiry based lessons that match the complexity level of the Benchmarks.		walkthroughs and review lesson plan documentation to ensure that teachers implement inquiry based lessons that match the rigor of the Benchmarks.	
5	Partial implementation of data-driven instruction.	Science Coach and teachers will utilize data for small group differentiated instruction with focus on content area reading. PLC's will be utilized to develop an instructional Focus calendar, mini-assessments, and mini-lessons that provide data driven small group instruction. Teachers will utilize data to implement lessons developed during PLC's for enrichment, remediation and re-assessment. Teachers will conduct teacher-student data chats. School-based administrators will provide support, give feedback and monitor implementation.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom walkthroughs to identify teachers in need of additional support. Administrators, in collaboration with the Science Coach will develop a strategic coaching calendar for teachers in need of additional support with the implementation of small group, data-driven, differentiated instruction within lessons. The Science Coach will support identified teachers through the use of the coaching cycle. Administrators will conduct classroom observations and review lesson plan documentation to ensure that instruction includes the use of small group data-driven differentiated instruction.	Classroom walkthrough data Lesson Plans Coaching Logs
6	Inconsistent implementation of higher order thinking and questioning strategies throughout lessons.	Science Coach and teachers will utilize common planning and Professional Learning Communities (PLC') to develop lessons and assessments that embed strategies for higher order thinking questions. Science Coach will model strategies for delivery of higher order thinking questions. School-based administrators will ensure professional development on higher order thinking and questioning strategies be provided to Science teachers. Science Coach and teachers will develop a Model classroom that demonstrates higher order thinking questions and strategies.	Principal Assistant Principals Science Coach CRT Teachers	CWT, observations, and monitoring of teacher lesson plans and materials.	CWT and observation tools

		Science teachers will implement higher order thinking and questioning strategies throughout lessons. School-based administrators will provide support, give feedback, and monitor implementation.			
7		Inconsistent evidence that teachers utilize opportunities for students to authentically write about their learning using scientific vocabulary to summarize, rethink, and explain learning outcomes.	The Science Coach, in collaboration with all science teachers, will create a common lab template which will allow students to summarize, rethink, and explain learning outcomes in writing. The Science Coach will schedule and provide side-by-side coaching and modeling for teachers on the use of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. Teachers will utilize PLC's to plan lessons that incorporate the use of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. Science teachers will consistently implement daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.	Principal Assistant Principals Science Coach CRT Leadership Team Teachers	Administrators will conduct classroom observations to identify teachers in need of additional support with implementation of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. Administrators will collaborate with the Science Coach to develop a coaching plan to support teachers with implementation. Science coach will provide additional coaching and modeling for teachers in need of support. Administrators will conduct classroom observations and review lesson plan documentation to ensure that teachers are implementing daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.	Classroom walkthrough data Lesson Plans Coaching Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaboration focus in Lesson Planning, Lesson Delivery, and Common	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and	Principal Assistant Principals CRT

Formative Assessments					observations	Coaches
FCIM/Florida Continuous Improvement Model	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Gradual Release	All Grade Levels	Science	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Coaching Cycle Classroom walkthrough and observations Principal Assistant Principals CRT Coaches
Unwrapping the Benchmarks and Item Specs	All Grade Levels	Coaches	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Student Interaction with Technology/21st Century Skills	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Progress Book	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Writing strategies for all content areas	All Grade Levels	Coaches	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Common Core State Standards	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Higher order questions to extend student thinking and discourse	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Rigorous Tasks and Assessments	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
					PLC's	Principal

Data Driven Differentiated Instruction	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	Coaching Cycle Classroom walkthrough and observations	Assistant Principals CRT Coaches
Teaching Vocabulary in All Classrooms	All Grade Levels	API Techs	School-wide	During Pre-planning	PLC's Coaching Cycle	Principal Assistant Principals CRT Coaches
Using Data to Drive Instruction	All Grade Levels	CRT	School-wide	February 20, 2013	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
CLOSE Reading/CIS	All Grade Levels	CRT	School-wide	January 23, 2013	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Analyzing data - Edusoft Benchmark and FCAT data	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Subject area and Program PLC's	All Grade Levels	Science Coach	Science Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Marzano's Domains	All Grade Levels	CRT	School-wide	October 11, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Text Complexity and Higher Order Questioning/Thinking	All Grade Levels	CRT	School-wide	September 19, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Teaching Vocabulary within the content (CCSS)	All Grade Levels	CRT	School-wide	November 28, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
AVID and WICR Strategies for student success	All Grade Levels	CRT	School-wide	March 20, 2013	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Common Core Standards for all contents	All Grade Levels	CRT	School-wide	May 15, 2013	PLC's Coaching Cycle Classroom walkthrough and	Principal Assistant Principals CRT

					observations	Coaches
IPDP - Creating SMART Goals	All Grade Levels	CRT	School-wide	September 13, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT 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
Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching.	School Improvement Grant Title I	$79,500.00
			Subtotal: $79,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To provide hands on instruction for students.	Lab equipment	General	$26,207.00
			Subtotal: $26,207.00
			Grand Total: $105,707.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring a Level 3 or higher on FCAT writing will increase 5% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 78% (355) students scored at a Level 3 or higher on FCAT Writing	By June 2013, 83% (378) of students will score level 3 or higher on FCAT Writing.
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	Predictability of Writing Prompt	Ensure that teachers are preparing students for both persuasive and expository prompts, by exposing them multiple times to each writing situation.	Principal Assistant Principals Coaches CRT Classroom Teachers	Classroom walk throughs and monitoring of teacher lesson plans and materials. Observance of writing workshops.	Student work samples Write Score Assessments for progress monitoring Quick Writes
2	Attendance - excessive absences and tardies	Attendance Child Study Team meetings and interventions with parents. Attendance Contracts Data chats/mentoring in grade level teams. Collaborative teams and special teams such as IB, AVID and AP.	Principal Assistant Principals Attendance Dean	Ongoing monitoring of student attendance and tardy rates.	Attendance contracts Attendance reports from SMS
3	Lack of Literacy Skills and writing conventions.	Expose students to Critical Thinking, Reading, Writing, and Oral Literacy skills everyday. Use of AVID strategy (WICR).	Principal Assistant Principals CRT Coaches Classroom Teachers	Classroom walk throughs and monitoring of teacher lesson plans and materials.	Student work samples Write Score Assessments
4	Partial implementation of the teachers utilizing writing strategies within daily lessons across content areas.	Reading Coaches will provide professional development on the utilization of writing strategies within daily lessons. Reading Coaches in collaboration with school administrators, will develop a plan for the utilization of writing strategies within daily lessons across content areas. Reading Coaches will schedule and provide modeling for teachers on the use of writing activities within daily lessons. Teachers will write lesson plans that integrate writing strategies and the FCAT writing rubric. Teachers will consistently provide students with opportunities to utilize the writing process within daily instruction. Professional	Principal Assistant Principals CRT Writing Coach Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations to determine teachers in need of additional support. Administrators will collaborate with Coaches to develop a coaching plan for identified teachers and Coaches will utilize the coaching cycle to provide support to identified teachers. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure instruction includes the utilization of writing strategies.	Classroom walkthrough tool and data. Coaches Logs Student assessments

		development for identified teachers for "PDA-Writers in Control" presented by Chris Lewis and consultants. Teachers will be trained with the scoring rubric.			
5	Immediate feedback in writing assessment is needed for students and teachers. Use feedback to drive instruction	Utilize "My Access" for writing which will provide immediate student assessment for writing. Administrators will collaborate with coaches to develop a plan for the use of "My Access" with Social Studies and Language Arts. Provide training for teachers on the use of "My Access" and implementation plan. Teachers and Coaches will utilize the results of the assessments to drive instruction and make needed changes in curriculum. Teachers will have data chats with students.	Principal Assistant Principals Writing Coach Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations to determine teachers in need of additional support in using "My Access" and utilizing the data to drive instruction. Administrators will collaborate with Coaches to develop a coaching plan for identified teachers and Coaches will utilize the coaching cycle to provide support to identified teachers. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure instruction includes the use of "My Access" and assessments to drive instruction.	Classroom walkthrough tool and data. Coaches Logs Student assessments
6	Partial implementation of the "Gradual Release Instructional Model".	Teachers will increase student-to-student discourse within delivery of instruction. Writing Coach will review lesson plans to provided feedback and revise as needed. Writing Coach will utilize the coaching cycle to assist teachers in need of additional support. School-based administrators will support and monitor implementation.	Principal Assistant Principals Writing Coach Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations to determine teachers in need of additional support. Administrators will collaborate with Coaches to develop a coaching plan for identified teachers and Coaches will utilize the coaching cycle to provide support to identified teachers. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure instruction includes the utilization of writing strategies.	Classroom walkthrough tool and data. Coaches Logs Student assessments
	Partial Implementation in classrooms of the school-wide writing plan.	Teachers will implement instruction of text-based forms of writing in addition to essay writing. Teachers will atend traning in the use of Anchor Papers as exemplars for the scoring and writing aas aligned to the 2012-2013 FCAT scoring	Principal Assistant Principals Writing Coach Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations to determine teachers in need of additional support. Administrators will collaborate with Coaches to develop a coaching plan for identified teachers and Coaches will utilize the	Classroom walkthrough tool and data. Coaches Logs Student assessments

7			rubric and calibration papers. Teachers will attend training in the instruction of English language conventions and mechanics, such as sentence structure, spelling, punctuation, etc. Teachers will continue to utilize the My Access program as both an instructional tool and a means of fathering progress monitoring data. Teachers will continue to implement the PDA writing model of instruction provided by the district writing consultant. Teachers will maintain student writing portfolios within their classrooms.		coaching cycle to provide support to identified teachers. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure instruction includes the utilization of writing strategies.	
8	Partial implementation of the use of data to drive instruction.	Administrators in collaboration with Coaches will utilize student achievement data to revise the Instructional Focus Calendars, mini-assessments, lessons, and expectation for the use of all components. Coaches will distribute and communicate the expectations of the revised Instructional Focus Calendars. Teachers will continuously analyze data from mini-assessments to redirect the instructional focus for remediation and enrichment. School administrators and Coaches will meet with teachers to discuss subgroup-specific progress monitoring data and individual student data to make instructional decisions. Teachers will conduct data chats with students by reviewing Benchmark data to establish and revise individual achievement goals. Teachers will utilize small group instruction to provide remdiation or	Principal Assistant Principals Writing Coach Reading Coaches Leadership Team Teachers	Administrators will conduct classroom observations to determine teachers in need of additional support. Administrators will collaborate with Coaches to develop a coaching plan for identified teachers and Coaches will utilize the coaching cycle to provide support to identified teachers. Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure instruction includes the utilization of writing strategies and the use of data to drive instruction.	Classroom walkthrough tool and data. Coaches Logs Student assessments

		enrichment to targeted groups of students based on data.			
9	Development and use of higher order questions to extend student thinking and discourse.	School based administrators, in collaboration with Coaches will provide training to teachers on analysis development, and use of higher order questions to extend student thinking and discourse.

Teachers will develop and use higher order questions during instruction.

Coaches will develop a demonstration classroom to model teacher questioning and expected student oral and written responses to higher order questions. Coaches will develop schedules of the demonstration cycle, pre-conference, observation, post-conference, for teachers to observe higher order questioning and student oral and written response. | Principal

Assistant Principals

Writing Coach

Reading Coaches

Leadership Team

Teachers | Administrators will conduct classroom observations to determine teachers in need of additional support.

Administrators will collaborate with Coaches to develop a coaching plan for identified teachers and Coaches will utilize the coaching cycle to provide support to identified teachers.

Administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure instruction includes higher order questions to extend student thinking and discourse. | Classroom walkthrough tool and data.

Coaches Logs Student assessments |

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:	By June 2013 57% (4) students will score 4 or above on writing on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 50% (4) students scored 4 or above in writing on the Florida Alternate Assessment.	By June 2013 57% (4) students will score 4 or above on writing on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE teachers will be able to deconstruct the Benchmarks and Access Points to ensure that all lessons are aligned with the Next Generation Sunshine State Standards/Common Core and/or Access Points for Students with Disabilities.	ESE teachers will have consistent common planning sessions to collaborate and receive training.

ESE teachers will participate in Lesson Study.

School Leadership will monitor lesson plans to ensure their alignment with standards and Access Points for | Principal

Assistant Principals

Staffing Specialist

Inclusion Coach

Coaches | CWT's and observations.

Student Achievement | CWT and observation tools.

Student Achievement assessments |

		effective instructional delivery. Teachers and paraprofessionals will participate in professional development regarding content, standards and Access Point.			
2	Need for increased hands-on activities during instruction.	Teachers will participate in professional development through PLC's and coaching cycle that demonstrate how to use hands-on activities that align with the NGSSS and Common Core. Conduct professional development to assist teachers in transitioning from functional to 21st Century skills. IEP, Intensive Intervention, and Accommodations trainings will be conducted. Teachers will be identified to conduct peer observations using an observation sheet that will help them to utilize hands-on activities in the classroom.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments
3	Need for collaboration and demonstration to increase high quality instruction.	Model classrooms will be identified for the demonstration cycle. Teachers will conduct observations using an observation checklist and participate in reflective conversations about instructional practices observed. Planning time will be incorporated to allow teachers to participate in demonstration cycle. School-based administration will support and monitor.	Principal Assistant Principals Staffing Specialist Inclusion Coach Coaches	CWT's and observations. Student Achievement	CWT and observation tools. Student Achievement assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	All Grade Levels	Coaches	Reading and Language Art Teahers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Data Driven Differentiated Instruction	All Grade Levels	Coaches	Reading and Language Arts Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Student Interaction with Technology/21st Century Skills	All Grade Levels	Coaches	Reading and Language Arts Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Using Collaborative Structures in the Classroom	All Grade Levels	Coaches	Reading and Language Art Teachers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Progress Book	All Grade Levels	API Techs	School-wide	Pre-Planning	Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Gradual Release	All Grade Levels	Coaches	Reading and Language Arts Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Writing Strategies for all Content Areas	All Grade Levels	Coaches	Reading and Language Art Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
FCIM/Florida Continuous Improvement Model	All Grade Levels	Coaches	Reading and Language Art Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Lesson Planning, Lesson Delivery,and Common Formative Assessments	All Grade Levels	Coaches	Reading and Language Arts Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
					PLC's	Principal

Teaching Vocabulary	All Grade Levels	Coaches	Reading and Language Art Teachers	Ongoing PD in weekly PLC's and during coaching cycle	Coaching Cycle Classroom walkthrough and observations	Assistant Principals CRT Coaches
Subject Area and Program PLC's	All Grade Levels	Coaches	Reading and Language Art Teachers	Ongoing weekly PLC's	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Unwraping the Benchmarks and Item Specs	All Grade Levels	Coaches	Reading and Language Art Teahers	Ongoing PD in weekly PLCs and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Higher order questions to extend student thinking and discourse	All Grade Levels	Coaches	Reading and Language Arts teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Analyzing data - FAIR, Edusoft Benchmark Assessments, FCAT, Achieve 3000, My Access and Springboard	All Grade Levels	Coaches	Reading and Language Art Teachers	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Marzano's Domains	All Grade Levels	CRT	School-wide	October 11, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Text Complexity and Higher Order Questioning/Thinking	All Grade Levels	CRT	School-wide	September 19, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Teaching Vocabulary within the content (CCSS)	All Grade Levels	CRT	School-wide	November 28, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
AVID and WICR Strategies for student success	All Grade Levels	CRT	School-wide	March 20, 2013	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
Using Data to Drive Instruction	All Grade Levels	CRT	School-wide	February 20, 2013	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
					PLC's	Principal

CLOSE Reading/CIS	All Grade Levels	CRT	School-wide	January 23, 2013	Coaching Cycle Classroom walkthrough and observations	Assistant Principals CRT Coaches
Common Core Standards for all contents	All Grade Levels	CRT	School-wide	May 15, 2013	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
PDA-Writers in Control training	All Grade Levels	Chris Lewis	Language Art and Reading Teachers	In PLC or TBA	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches
IPDP - Creating SMART Goals	All Grade Levels	CRT	School-wide	September 13, 2012	PLC's Coaching Cycle Classroom walkthrough and observations	Principal Assistant Principals CRT Coaches

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fidelity of Instruction - Rigor Ongoing formative assessment, with immediate feedback, to guide instruction.	My Access Software	School Improvement	$22,000.00
Fidelity of Instruction - Rigor and Enrichment activities	Springboard	Title I	$9,000.00
			Subtotal: $31,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching.	School Improvement Plan Title I	$64,500.00
			Subtotal: $64,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $95,500.00

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:	By June 2013 40% of students will score a Level 3 on the U.S History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012-2013 will be the first year the U.S. History EOC will be given across the state.	By June 2013 40% (214) students will score a Level 3 or in U.S. History 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	Inconsistent use of scales specific to the learning goal and use of the scales for formative assessment to drive instruction.	Teachers will be provided with professional development that focuses on creating scales specific to the learning goals and how to use scales for formative assessment to drive instruction.

Teachers will implement scales in the classroom, that tie to learning goals and are used for formative assessment to drive instruction.

School-based administrator will support and monitor implementation. | Principal

Assistant Principals

Instructional Coaches

CRT

Teacher | CWT's, observations, and monitoring of teacher lesson plans and materials. | CWT and Observation tools |
| 2 | Purposeful planning to create rigorous tasks and higher order questions. | Targeted professional development will be provided for teachers in the areas of common planning, creating higher order thinking questions, and developing rigorous tasks.

Common planning will be created for 11th grade social studies teachers.

Teachers will implement rigorous tasks and higher order questions into their classrooms.

School-based administrators will support and monitor implementation. | Principal

Assistant Principals

Instructional Coaches

CRT

Teacher | CWT's, observations, and monitoring of teacher lesson plans and materials. | CWT and Observation tools |
| | Coaches conducting data chats with social studies teachers using mini-assessments to discuss strategies, to improve achievement | Professional development will be provided to 11th and 12th grade teachers on using data to drive instruction. | Principal

Assistant Principals

Instructional | CWT's, observations, and monitoring of teacher lesson plans and materials. | CWT and Observation tools |

			Coaches		
3		PLCs will continue for 9th and 10th and will be established for 11th and 12th grade teachers, focusing on effective strategies to use for small group differentiated instruction. These teachers will also create data notebooks. Effective teachers will serve as demonstration classrooms for using gradual release models. School-based administrators will support and monitor implementation.	CRT Teacher		
4	Inconsistent implementation of higher order thinking and questioning strategies throughout lessons.	Reading Coach and teachers will utilize common planning and Professional Learning Communities (PLC') to develop lessons and assessments that embed strategies for higher order thinking questions. Social Studies Coach will model strategies for delivery of higher order thinking questions. School-based administrators will ensure professional development on higher order thinking and questioning strategies be provided to Science teachers. Social Studies Coach and teachers will develop a Model classroom that demonstrates higher order thinking questions and strategies. Social Studies teachers will implement higher order thinking and questioning strategies throughout lessons. School-based administrators will provide support, give feedback and monitor implementation.	Principal Assistant Principals Instructional Coaches CRT Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools
5	A high percent of students are below proficiency in Reading and Writing skills.	Increase vocabulary through interactive word walls and Thinking Maps. Attend Labs once a week using Achieve 3000 and My Access. During this time teacher will provide small group	Principal Assistant Principals Instructional Coaches Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials. Monitoring of student achievement and levels in Achieve 3000 and My Access.	CWT and Observation tools Achieve 3000 and My Access

		instruction for students needing re-teaching.			
6	Continuous development and use of high complexity tasks and assessments aligned with the strategic complex and extended reasoning required of the Benchmarks.	Administrators in collaboration with the Coaches will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction. Coaches will facilitate discussions during subject specific PLC's on the use of moderate to high cognitive complexity tasks. Coaches will facilitate the development of common assessments aligned to the rigor of the Test Item Specifications. Teachers will implement the use of moderate to high cognitive complexity tasks and assessments. Coaches will develop a demonstration classroom which will serve as a model for the use of rigorous tasks and assessments. Coaches will develop and schedule demonstration cycle, pre-conference, observation, post-conference, for teachers to observe instruction on rigorous tasks and assessments aligned to the rigor of the Benchmark.	Principal Assistant Principals Instructional Coaches Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials. Classroom/tutoring session assessments	Monitoring of student achievement and levels in Achieve 3000 and My Access. CWT and Observation tools
7	Inconsistent evidence that teachers utilize mini-assessment data to monitor student progress and make informed instructional decisions and small group placement.	Administrators in collaboration with coaches will utilize student achievement data to revise the Instructional Focus Calendar, focus lessons, mini-assessments, and expectation for the use of all components. Coaches will distribute and communicate the expectations for the implementation of the revised Instructional Focus Calendars. Teachers will continuously analyze data from assessments to redirect the Instructional focus for remediation and enrichment.	Principal Assistant Principals Instructional Coaches Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials. Classroom/tutoring session assessments	Monitoring of student achievement and levels in Achieve 3000 and My Access. CWT and Observation tools

			School administrators and Coaches through PLC's will meet with the teachers to discuss subgroup-specific progress monitoring data and individual student data to make instructional decisions. Teachers will conduct data chats with students by reviewing Benchmark data to establish and revise individual achievement goals. Teachers will utilize gradual release model to provided remediation or enrichment to targeted groups of students based on data.			
	8	Consistent use of Gradual Release	Coaches will provide targeted professional development to teachers on the components of the "Gradual Release Instructional Model". Coaches will clearly communicate expectations for gradual release during instruction. Teachers will utilize the lesson template to organize the gradual realize model to meet learning objectives. Coaches will utilize the coaching cycle and differentiate support to the identified teachers by modeling components of the "Gradual Release Instructional Model: Coaches and teachers will use common planning time to develop lessons incorporating the "Gradual Release Instructional Model": asking critical questions to ensure alignment of all components. School based administrators will support and monitor teachers' use of the "Gradual Release Instructional Model".	Principal Assistant Principals Instructional Coaches Teacher	CWT's and observation monitoring teacher lesson plans and materials.	Monitoring of student achievement and levels in Achieve 3000 and My Access. CWT and Observation tools
		Partial implementation of rigorous tasks and assessment which align to the cognitive complexity of the Next Generation Sunshine	Social Studies Coach will utilize common planning to support teachers' development of rigorous tasks and assessments integrating	Principal Assistant Principals Social Studies	Classroom walkthroughs (CWT), observations and monitoring of teacher lesson plans and materials.	CWT and observation tools

9	State Standards and Common Core State Standards in daily instruction.	instructional strategies from the CIS model and rigorous writing tasks for teacher-led and differentiated instruction and collaborations aligned to the NGSSS/Common Core State Standards. Social Studies Literacy coaches and school-based administrators will conduct classroom walkthroughs to identify teachers in need of additional support in implementing rigorous tasks and assessments. Social Studies Literacy Coach will utilize the coaching cycle to assist teachers in need of additional support developing and implementing rigorous tasks and assessments. School based administrators will support and monitor implementation of rigorous tasks and assessments in the teacher-led differentiated instruction and collaborations.	Literacy Coach Leadership Team Teachers		
10	Inconsistent use of Fidelity of Instruction	Ensure teachers are using lesson plans that promote rigorous instruction. Use the coaching cycle to support teachers with instruction and instructional delivery.	Principal Assistant Principals Reading Coaches Leadership Team Teachers	Classroom walkthroughs (CWT), observations and monitoring of teacher lesson plans and materials.	CWT and observation tools
11	First year US History EOC is being administered.	Administrators and Social Studies Literacy Coach will collaborate with teachers during common planning and department meetings to plan common assessments. Social Studies Literacy Coach will create mini benchmark assessments to track student progress throughout the year. Teachers will implement higher order thinking strategies to aid in students synthesizing and applying information.	Principal Assistant Principals Instructional Coaches Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools Assessments

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

in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	By June 2013 3% of students will score a Level 4 or higher in the U.S. History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012-2013 will be the first year the U.S. History EOC will be given across the state.	By June 2013 3% (16) students will achieve a Level 4 or higher on the U.S. History 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	Inconsistent use of Fidelity of Instruction	Ensure teachers are using lesson plans that promote rigorous instruction. Use the coaching cycle to support teachers with instruction and instructional delivery.	Principal Assistant Principals Instructional Coaches CRT Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools
2	Inconsistent use of scales specific to the learning goal and use of the scales for formative assessment to drive instruction.	Teachers will be provided with professional development that focuses on creating scales specific to the learning goals and how to use scales for formative assessment to drive instruction. Teachers will implement scales in the classroom that tie to learning goals and are used for formative assessment to drive instruction. School-based administrator will support and monitor implementation.	Principal Assistant Principals Instructional Coaches CRT Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools
3	Purposeful planning to create rigorous tasks and higher order questions.	Targeted professional development will be provided for teachers in the areas of common planning, creating higher order thinking questions, and developing rigorous tasks. Common planning will be created for 11th grade social studies teachers. Teachers will implement rigorous tasks and higher order questions into their classrooms. School-based	Principal Assistant Principals Instructional Coaches CRT Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools

			administrators will support and monitor implementation.			
4		Coaches conducting data chats with social studies teachers using mini-assessments to discuss strategies, to improve achievement and to use data effectively.	Reading Coach and teachers will utilize common planning and Professional Learning Communities (PLC') to develop lessons and assessments that embed strategies for higher order thinking questions. Social Studies Coach will model strategies for delivery of higher order thinking questions.

School-based administrators will ensure professional development on higher order thinking and questioning strategies be provided to Science teachers.

Social Studies Coach and teachers will develop a Model classroom that demonstrates higher order thinking questions and strategies.

Social Studies teachers will implement higher order thinking and questioning strategies throughout lessons.

School-based administrators will provide support, give feedback and monitor implementation. | Principal

Assistant Principals

Instructional Coaches

CRT

Teacher | CWT's, observations, and monitoring of teacher lesson plans and materials. | CWT and Observation tools |
| 5 | | A high percent of students are below proficiency in Reading and Writing skills. | Increase vocabulary through interactive word walls and Thinking Maps.

Schedule Labs once a week using Achieve 3000 and My Access. During this time teacher will provide small group instruction for students needing re-teaching. | Principal

Assistant Principals

Instructional Coaches

Teacher | CWT's, observations, and monitoring of teacher lesson plans and materials.

Monitoring of student achievement and levels in Achieve 3000 and My Access. | CWT and Observation tools

Achieve 3000 and My Access |
| | | Continuous development and use of high complexity tasks and assessments aligned with the strategic complex, and extended reasoning required of the Benchmarks. | Administrators in collaboration with the Coaches will provide professional development on unwrapping the Benchmarks to understand the level of rigor necessary during instruction.

Coaches will facilitate discussions during subject specific PLC's on the use of moderate to high cognitive complexity tasks. | Principal

Assistant Principals

Instructional Coaches

Teacher | CWT's, observations, and monitoring of teacher lesson plans and materials.

Classroom/tutoring session assessments | Monitoring of student achievement and levels in Achieve 3000 and My Access. CWT and Observation tools |

6			Coaches will facilitate the development of common assessments aligned to the rigor of the Test Item Specifications. Teachers will implement the use of moderate to high cognitive complexity tasks and assessments. Coaches will develop a demonstration classroom which will serve as a model for the use of rigorous tasks and assessments. Coaches will develop and schedule demonstration cycle, pre-conference, observation, post-conference, for teachers to observe instruction on rigorous tasks and assessments aligned to the rigor of the Benchmark.			
7		Inconsistent evidence that teachers utilize mini-assessment data to monitor student progress and make informed instructional decisions and small group placement.	Administrators in collaboration with coaches will utilize student achievement data to revise the Instructional Focus Calendar, focus lessons, mini-assessments, and expectation for the use of all components. Coaches will distribute and communicate the expectations for the implementation of the revised Instructional Focus Calendars. Teachers will continuously analyze data from assessments to redirect the Instructional focus for remediation and enrichment. School administrators and Coaches through PLC's will meet with the teachers to discuss subgroup-specific progress monitoring data and individual student data to make instructional decisions. Teachers will conduct data chats with students by reviewing Benchmark data to establish and revise individual achievement goals. Teachers will utilize gradual release model	Principal Assistant Principals Instructional Coaches Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials. Classroom/tutoring session assessments	Monitoring of student achievement and levels in Achieve 3000 and My Access. CWT and Observation tools

		to provided remediation or enrichment to targeted groups of students based on data.			
8	Consistent use of Gradual Release	Coaches will provide targeted professional development to teachers on the components of the "Gradual Release Instructional Model". Coaches will clearly communicate expectations for gradual release during instruction. Teachers will utilize the lesson template to organize the gradual realize model to meet learning objectives. Coaches will utilize the coaching cycle and differentiate support to the identified teachers by modeling components of the "Gradual Release Instructional Model: Coaches and teachers will use common planning time to develop lessons incorporating the "Gradual Release Instructional Model": asking critical questions to ensure alignment of all components. School based administrators will support and monitor teachers' use of the "Gradual Release Instructional Model".	Principal Assistant Principals Instructional Coaches Teacher	CWT's and observation monitoring teacher lesson plans and materials.	Monitoring of student achievement and levels in Achieve 3000 and My Access. CWT and Observation tools
9	Partial implementation of rigorous tasks and assessment which align to the cognitive complexity of the Next Generation Sunshine State Standards and Common Core State Standards in daily instruction.	Social Studies Coach will utilize common planning to support teachers' development of rigorous tasks and assessments integrating instructional strategies from the CIS model and rigorous writing tasks for teacher-led and differentiated instruction and collaborations aligned to the NGSSS/Common Core State Standards. Social Studies Literacy coaches and school-based administrators will conduct classroom walkthroughs to identify teachers in need of additional support in implementing rigorous tasks and assessments.	Principal Assistant Principals Social Studies Literacy Coach Leadership Team Teachers	Classroom walkthroughs (CWT), observations and monitoring of teacher lesson plans and materials.	CWT and observation tools

		Social Studies Literacy Coach will utilize the coaching cycle to assist teachers in need of additional support developing and implementing rigorous tasks and assessments. School based administrators will support and monitor implementation of rigorous tasks and assessments in the teacher-led differentiated instruction and collaborations.			
10	First year US History EOC is being administered.	Administrators and Social Studies Literacy Coach will collaborate with teachers during common planning and department meetings to plan common assessments. Social Studies Literacy Coach will create mini benchmark assessments to track student progress throughout the year. Teachers will implement higher order thinking strategies to aid in students synthesizing and applying information.	Principal Assistant Principals Instructional Coaches Teacher	CWT's, observations, and monitoring of teacher lesson plans and materials.	CWT and Observation tools Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Driven Differentiated Instruction	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Higher order questions to extend student thinking and discourse	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Analyzing						

data - FAIR, Edusoft Benchmark Assessments, FCAT, Achieve 3000, My Access and Springboard	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and durng coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Unwrapping the Benchmarks and Item Specs	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Lesson Planning, Lesson Delivery and Common Formative Assessments	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Gradual Release	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Subject Area and Program PLC's	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Rigorous tasks and assessments	All Grade Levels	Coaches	Social Studies	Onging PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Common Core State Standards	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Coaching Cycle Classroom walkthroughs and observations Principal Assitant Principals CRT Coaches
FCIM/Florida Continuous Improvement Model	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Student Interaction with Technology/21st Century Skills	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
					PLC's	Principal

Writing Strategies for all Content Areas	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	Coaching Cycle Classroom walkthroughs and observations	Assitant Principals CRT Coaches
Teaching Vocabulary	All Grade Levels	Coaches	Social Studies	Ongoing PD in weekly PLC's and during coaching cycle	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Using Collaborative Structures in the classroom	All Grade Levels	Coaches	Social Studies	Ongoing weekly PLC's	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Progress Book	All Grade Levels	API Techs	School-wide	Pre-Planning	Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Marzano's Domains	All Grade Level	CRT	School-wide	October 11, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Text Complexity and Higher Order Questioning/Thinking	All Grade Levels	CRT	School-wide	September 19, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Teaching Vocabulary withn the content (CCSS)	All Grade Levels	CRT	School-wide	November 28, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
AVID and WICR Strategies for student success	All Grade Levels	CRT	School-wide	March 20, 2013	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
Using Data to Drive Instruction	All Grade Levels	CRT	School-wide	February 20, 2013	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
CLOSE Reading/CIS	All Grade Levels	CRT	School-wide	January 23, 2013	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches
					PLC's	Principal

Common Core Standards for all contents	All Grade Levels	CRT	School-wide	May 15, 2013	Coaching Cycle Classroom walkthroughs and observations	Assitant Principals CRT Coaches
IPDP - Create SMART goals	All Grade Levels	CRT	School-wide	September 13, 2012	PLC's Coaching Cycle Classroom walkthroughs and observations	Principal Assitant Principals CRT Coaches

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching.	School Improvement Grant Title I	$65,000.00
			Subtotal: $65,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $65,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013 increase in overall attendance by decreasing excessive absences and the number of tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current 2012 attendance rate is 90% (1923).	Expected attendance rate for 2013 is 92% (2100).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

2012 current number of students with excessive absences is 1257 students.	Expected number of students with excessive absences by June 2013 is 1131 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 current number of students with excessive tardies is 430.	Expected number of students with excessive tardies by June 2013 is 387.

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 off track academically causing lack of interest in school.	Working with teachers through Collaborative Time to assist in monitoring and encouraging students to achieve. Monitor academic progress and provide interventions where needed. RtI Team to provide positive reinforcement, rewarding students for improved timeliness. Evans Intervention Team (EIT) will progress monitor through weekly PLC meetings. Utilize Attendance Contracts. Increased PLASCO pass system monitoring. Evans RTI Committee will collaborate with the Evans Community School to provide ninth and tenth grade students who demonstrate poor attendance mentoring.	AP over attendance Evans Intervention Team Leadership and PLC Teams RtI (MTSS) Team Administrative Deans EIT	Increase in attendance and decrease in absences as evidenced in monitoring by the Dean of Attendance, Attendance Dean will monitor effectiveness of strategy. Decrease in tardies as evidence in monitoring by the Dean of Attendance, RtI Team, and Administrative Deans will analyze effectiveness of the strategy and make changes accordingly.	Attendance monitoring report Plasco tracking system
2	Family issues such as financial hardships, childcare, and new immigrants to the area with language barrier.	The Evans Intervention Team, working with the SAFE Coordinator, District Social Workers and Compliance Resource Teacher will provide assistance to families.	AP over attendance Child Study Team RtI (MTSS) Team SAFE Coordinators Compliance Resource Teacher District Social Workers Attendance Dean	Attendance Dean will capture student information, intervention used and resources supplied. Evans Intervention Team will monitor analyze the effectiveness of services assuring family needs are met.	Attendance monitoring report
	Involvement with the Department of Juvenile Justices and Frequent incarcerations.	Team will determine most effective placement for student success working with	AP over attendance Dean of	Attendance Dean, Intervention Specialist, and District Social Worker will capture	Attendance monitoring report

3		student, parent, district and state departments.	Attendance Attendance Child Study Team RtI (MTSS) Team SAFE Coordinators District Social Worker Evans Intervention Team	student information regarding placement and intervention. The Team will analyze effectiveness of placement strategy and make changes accordingly.	
4	Lack of Parental Involvement	Increase parental involvement through increased contact with parents regarding attendance and tardies. Additional tardy interventions such as Wednesday school and increase teacher contact with parents. Utilize Attendance contracts A Parent Coordinator was hired through the Community School to work with parents and students.	AP over attendance Dean of Attendance Attendance Child Study Team RtI (MTSS) Team SAFE Coordinators EIT Community School and Parent Coordinator	Attendance Dean will capture student information and parental contact information. The Intervention Team will analyze effectiveness of strategy and make changes accordingly.	Attendance monitoring report
5	Mental Health Impairment	SAFE Coordinators will refer students for counseling and service to assist the student with all needs including academic. EIT will support the SAFE Coordinator by connecting students with Community Resources for mental health.	AP over attendance Social Worker SAFE Coordinators EIT Community School	Social Worker, SAFE Coordinator, and Evans Intervention Team will monitor and assess effectiveness of interventions.	Attendance monitoring report and academic progress monitoring.

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
Truancy and Attendance	All Grades	District	Attendance Dean	Annual	Attendance Dean provides follow-up and disseminates information.	Attendance Dean
Student Achievement and needs inservice	All Grades	District	Social Worker	Spring 2013	Social Worker provides follow-up and disseminates information.	Social Worker
						Principal

| Truancy and attendance | All Grades | District | Attendance Team | Monthly | Assistant Principal and Attendance Dean will follow-up and desseminate information. | Assistant Principals

Attendance Dean |

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: | By June 2012, reduce the number of In-School and Out-of-School suspensions, concentrating on the 9th and 10th grade, which have the higher number of suspensions. |
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Total number of In-School Suspensions in 2012 is 1821.	Expected number of In-School Suspensions in 2013 is 1639.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Total number of students suspended In School in 2012 is 850.	Expected number of students suspended In School by June 2013 is 765.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Number of Out-of-School Suspensions in by June 2012 is 1104.	Expected number of Out-of-School Suspensions by June 2013 is 994.

	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	Total number of Students Suspended Out of School by June 2012 is 687.	Expected number of Students Suspended Out of School by June 2013 is 618.

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 may not have knowledge of Evans High School code of conduct especially Freshman and new students to Evans. (Attendance is also a barrier and strategies are listed under the attendance goal as well as positive behavior support under this goal.)	During the first few days of school review Evans code of conduct and consequences with each student. Mount the code of conduct and consequences in public areas.	Principal Assistant Principals Deans EIT	The RtI Team meets bimonthly to review and discuss data, and the interventions in place. Changes will be made as needed for effective results. A student led RtI Team will also be put in place to strengthen this program. EIT meets weekly to progress monitor.	Discipline and Suspension reports through EDW
2	Previously learned social behaviors.	RtI Committee will collaborate with the Evans Community School to provide ninth and tenth grade students with resources to improve behavior. Develop and implement PLACE - A Social Development and Positive Learning center including Corrective Education and Character Building. Social Contracts PBS program will reward students with incentives to promote positive behaviors.	Assistant Principal over Discipline Deans	The RtI Team meets bimonthly to review and discuss data, and the interventions in place. Changes will be made as needed for effectiveness results. PLACE faculty will collaborate with the RtI team in review and monitoring of PLACE development and implementation. Team will also review data to determine the effect of the intervention.	Discipline and Suspension report and RtI recommendations.
3	Need for positive role model and mentoring for ninth and tenth grade students.	RtI Committee will create and implement a mentoring program to provide support to at-risk ninth and tenth grade students who receive in-school and/or out-of-school suspension.	Prinicipal Assistant Principals Deans Teachers ISS instructors	The RtI Committe wil review suspension data on a frequent basis to identify students in need of mentoring.	Discipline and Suspension reports. Student Achievement 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
PBS Conference District Inservice	All Grades	District	PBS Team Members	August or September 2012	Assistant Principal will follow-up and disseminate information.	Assistant Principal
RtI/MTSS,	All Grades	Assistant Principal/PLC Leaders	PBS Team Members	Monthly	Assistant Principal will follow-up and disseminate information.	Principal Assistant Principal Deans
PBS Training	All Grades	District	PBS team members	Annual and ongoing	Assistant Principal will follow-up and disseminate information	Principal Assistant Principal Deans

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.*	By June 2013 increase graduation rate by 3% and decrease dropout rate by .5%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

	2012 current dropout rate is 2%(4).	Expected 2013 dropout rate is 1.5% (3).
	2012 Current Graduation Rate:	2013 Expected Graduation Rate:
	2012 Current Graduation Rate is 85% (331)	2013 Expected Graduation Rate is 88% (378).

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	A high number of Freshman entering Evans High School reading at a Level I.	Collaboratively work with Feeder Patterns regarding Literacy and student growth through the Consortium. Enter Level I students in a second Reading Course (Reading Enhancement)	Principal Assistant Principals Reading Coaches and Reading PLC.	Benchmarks, class room assessments and FCAT level of students will increase.	Assessments and FCAT
2	Students are academically off track and loose interest in school.	Guidance counselors and teachers collaborate to identify students off track to communicate with parents through parent/teacher conferences. Evans teachers, Intervention and Grade Level teams will monitor the process of student providing interventions and extended learning opportunities including Credit Recovery. Teachers will have data chats with students on a regular basis keeping the student involved in the achievement plan. Implement Trojan Time which will provide students with a familiar place to take assessments and the teacher will become an additional mentor and monitor for each student in their Trojan Time. Evans, District and Title I Social Workers identify and work with at risk students. RtI Team provide positive reinforcement, rewarding student for academic and attendance improvement.	Principal Assistant Principals PLC's Guidance Evans Intervention Team District and Title I Social Workers RtI Team Teachers	Guidance and PLC teams will monitor credits, GPA's and assessment information. Interventions will be added or changed accordingly.	Benchmark and GPA data

		Attendance Child Study Team meetings to work collaboratively with students, parents, social worker, and faculty to provide positive intervention outcomes. Increase student interest and readiness for College and Career by increasing the activities of Evans College and Career Resources Center providing information on post secondary education and how to meet the requirements.			
3	Poor performance on high risk tests. Students have not met the requirements for FCAT/SAT/ACT.	RtI Committee will create and implement a mentoring program to provide support to at-risk ninth and tenth grade students who demonstrate dropout risk factors, such as poor performance on high stakes testing. Provide SAT/ACT prep tutoring and classes. Administer the test at Evans High School so students are in familiar surroundings. Provide students with rigorous curriculum and extended opportunities for learning and interventions. Pay student fee for taking the ACT.	Principal Assistant Principals Coaches and teachers RtI Committee	Benchmarks and classroom assessments will determine student readiness.	Classroom assessments Benchmarks FCAT/SAT/ACT

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
Student Achievement and Needs	All Grades	District	SAFE Coordinators	Ongoing	SAFE Coordinators will coordinate dissemination of information	Principal Assistant Principals SAFE Coordinators
UF Alligance Institute	All Grades	UF	Assistant Principals Social Worker	Summer 2012	Assistant Principals and Social Worker will monitor	Assistant Principal

Graduation Rate	All Grades	District	Attendance Dean and Guidance	Annual	API will monitor and follow through	Principal API

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013 increase overall parental involvement at Evans High School with an emphasis in events and collaborations that directly affect student growth and learning. In collaboration with Evans parents and faculty develop a Title I Parental Involvement Plan. The Title I plan is attached and provides greater detail. Parental Involvement increased 30% last year with moving into the new Evans facility and the partial implementation of the Evans Community School.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2012 Current Level of Parent Involvement is 53%.	2013 Expected Level of Parent Involvement is 60%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	A large percentage of Evans parents are working parents and have a difficult time coming to events and	Schedule a number of flexible events late afternoon or early evening.	Principal Assistant Principals	Capture Parental Involvement participation for analysis.	Title I Parental Involvement report.

	1	collaborations during the school day. Some parents work several jobs.		Evans Community School PTSA President and officers SAC Chair		
	2	Parental involvement has consistently increased over the last few years at Evans in events like Orientation and the Art and Jazz Festival but only a small group of parents are involved in SAC, PTSA, and other collaborations. Parents are hesitant to become involved in areas of service.	PTSA parents will reach out to other parents to gain their involvement and collaboration in PTSA and SAC requesting the parents help in their area of expertise. PTSA Officers will hold retreats to develop action plans for increasing membership in the PTSA. PTSA will create a communmications committe to improve communication of PTSA events, school events and other activities.	Principal Assistant Principals Evans Community School PTSA President and officers	Monitor attendance at SAC and PTSA events.	Title I Parental Involvement report.
	3	Lack of positive parent, student, school relationships.	Increase relational capacity between parent, student, and school through school events. Parental Involvement became an increasing challenge on the Evans temporary campus. In January 2012, Evans moved to their new state-of-the-art school and additional events are planned to bring parents to the campus. The Community School Parent Coordinator will conduct parent clinics on a bi-weekly basis for parents and community members and sign-in sheets will be collected to determine the number of parents participating. Monthly Family nights will be conducted and sign-in sheets will be collected to determine the number of parents who participate. Home visits will occur as well as several teachers will send electronic updates to parents. The IB Parent Advisory Board will meet monthly to support the IB program and other	Principal Assistant Principals Evans Community School PTSA President and officers IB Advisory Board and Coordinators School Leadership Team	Monitor success of parental involvement events through parent contact and survey.	Title I Parental Involvement report.

		parents.			
4	Lack of community services.	OCPS is in a partnership with Children's Home Society, UCF and Chase to develop and implement a Community School which will provide the Evans community with after school and summer enrichment programs, adult education, medical and dental clinic, community and economic development, parental involvement resources, mental health and social services. Community Schools are extended-service schools. In addition to providing students high-quality academic programs, they offer health and mental health services and enrichment activities. They operate year-round and are open during the day, in the evening and on Saturdays. Community schools also engage parents and other community members in the school's life. They offer opportunities to be involved in school planning, participate in adult-education and social service programs. This school year Evans Community School officially opens. Children's Home Society provides a Parent Coordinator position which enriches parent services at Evans.	Principal Assistant Principal Community School Administrator Parental Involvement Coordinator	Monitor community services outcomes. The Community School administrator will create procedures to to analyze outcomes once programs/services are implemented.	Parental Involvement and community involvement in activities as noted by sign-in sheets and logs.

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
The Importance of Parental Involvement	All Grade Levels	Assistant Principal/PLC Leader	School-wide through PLC's	Fall 2012	Assistant Principal's will discuss in PLC	Assistant Principal/PLC Leader
Building Ties Between Home and School	All Grade Levels	Assistant Principal/PLC Leader	School-wide through PLC's	Fall 2012	Assistant Principal's will discuss in PLC	Assistant Principal/PLC Leader
Implementation						

& Coordination of Parental Involvement Programs	All Grade Levels	Assistant Principal/PLC Leader	School-wide through PLC's	Spring 2013	Assistant Principal's will discuss in PLC	Assistant Principal/PLC Leader
Communicating and working with Parents	All Grade Levels	Assistant Principal/PLC Leader	School-wide through PLC's	Spring 2013	Assistant Principal's will discuss in PLC	Assistant Principal/PLC Leader

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide resources for parents that encourage student achievement.	Parent resources, curriculum information	Title I	$9,500.00
			Subtotal: $9,500.00
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: $9,500.00

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:	This is the first year for the Engineering and Certified Nursing Assistant Program. 90% (45) of students in the Engineering and Nursing Assistant Program will be proficient by June 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
1	First year of Engineering Program	Review other successfull programs. Work with specialist on the supplies and requirements needed. Order supplies Training for teachers on requirements of program.	Principal Assistant Principal Resource Teacher Teacher	Blue print for curriculum. CWT's and observations	CWT and observation tool.

		Develop curriculum and course sequences. Program will be implemented starting with one course in 2012-2013 with additional courses added in 2013-2014.			
2	First year of Certified Nursing Assistant Program	Review other successfull programs. Work with specialist on the supplies and requirements needed. Training for teachers on requirements of program. Develop curriculum and course sequences. Implement course sequence.	Principal Assistant Principal Resource Teacher Teacher	Blue print for curriculum. CWT's and observations	CWT and observation tool.
3	Implement the use of rigorous tasks and assessments aligned with standards	Teacher will receive training on course requirements and standards. School leadership and teachers will develop course and lessons that reflect high expectations and rigor for all participants.	Principal Assistant Principal Resource Teacher Teacher	Classroom walkthroughs and observations. Monitoring of lesson plans. Student achievement data	CWT tools and lesson plan tool
4	Use of higher order questions to extend student thinking and discourse and problem based learning.	School based administrators in collaboration with the Resource Teacher/Program Coordinator and teachers will develop lessons with higher order questions to extend student thinking and discourse and reflect problem based learning.	Principal Assistant Principal Resource Teacher Teacher	Classroom walkthroughs and observations. Monitoring of lesson plans. Student achievement data	Monitoring of lesson plans. Student achievement data CWT tools and lesson plan tool
5	Teachers will consistently utilize student performance standards to develop and implement rubrics related to the units being taught.	Teachers will work within their common planning time to develop rubrics for all classroom assignments. Teachers will implement the rubrics developed. Resource Teacher will assist any teacher needing aditional professional development on he development and use of the rubrics.	Principal Assistant Principal Resource Teacher Teacher	Classroom walkthroughs and observations. Monitoring of lesson plans. Student achievement data	Monitoring of lesson plans. Student achievement data CWT tools and lesson plan tool

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 to Engineering Design (IED)	All Grades	Aurelien Mansier at Florida State University	William Mays	June 17 - 29	Information reviewed and implemented by teacher, Program Coordinator, API and Principal. Program review will continue through-out the year in PLC and through class observation.	Principal Assistant Principals Program Coordinator
Gradual Release	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Unwrapping the Benchmarks and Item Specs	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Progress Book	All Grade Levels	API and techs	School-wide	During Pre-Planning	Follow-up in PLC's	Principal Assistant Principals Program Coordinator
Data Driven Differentiated Instruction	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Higher order questions to extend student thinking and discourse	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
AVID and WICOR Strategies for student success	All Grade Levels	CRT	School-wide	March 20, 2013	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
Student Interaction with Technology/21st Century Skills	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Using Collaborative Structures in the classroom	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
						Principal

Teaching Vocabulary	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Assistant Principals Program Coordinator
Teaching Vocabulary within the content (CCSS)	All Grade Levels	CRT	School-wide	November 28, 2012	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
Lesson Planning, Lesson Deliver, and Common Formative Assessments	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Text Complexity and Higher Order Questioning/Thinking	All Grade Levels	CRT	School-wide	September 19, 2012	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
Using Data to Drive Instruction	All Grade Levels	CRT	School-wide	February 20, 2013	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
IPDP - Creating SMART Goals	All Grade Levels	CRT	School-wide	September 13, 2012	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
Common Core State Standards	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Subject Area and Program PLC's	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Marzano's Domain	All Grade Levels	CRT	School-wide	October 11, 2012	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Software for Engineering program	Engineering software	Race to the Top	$4,000.00
			Subtotal: $4,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computers and printers for Engineering classroom to enrich the curriculum	Computers and printers	Race to the Top	$30,000.00
		Subtotal: $30,000.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Engineerng curriculum training for teacher.	Engineering curriculum training	Race to the Top	$1,500.00
		Subtotal: $1,500.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Non-computer hardware for Engineering classroom set-up	Non-computer hardware	Race to the Top	$19,500.00
Classroom supplies for Engineering Program	Engineering supplies	Race to the Top	$44,500.00
		Subtotal: $64,000.00	
		Grand Total: $99,500.00	

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:	In 2012 95% (516) of students passed Industrial Certification tests. In 2013 96% (588) of students will pass Industry Certification tests.

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	All CTE teachers are certified in their respective Industrial Certification tests students are required to take.	CTE teachers will take and pass the Indutrial Certification tests students are required to take	Principal Assistant Principal CTE Resource Teacher Teacher	Teacher receives certification.	Certification test
2	CTE teachers consistently display exemplary work that is directly related to the Student Performance Standards.	CTE teachers will display exemplary student work as models and provide students with specific feedback.	Principal Assistant Principal CTE Resource Teacher Teacher	CWT's and displayed student work.	Classroom observation tool
	CTE teachers will consistently utilize student performance standards to develop and implement rubrics related to the units being taught.	Teachers will implement the rubrics developed. Teachers will work within their common planning time to develop rubrics for all classroom assignments.	Principal Assistant Principal CTE Resource Teacher	CWT's and observations	Classroom observation tool

3		Resource Teacher will assist any teacher needing additional professional development on the development and use of the rubrics	Teacher		
4	Teachers consistently incorporate instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards	Teachers will deconstruct the Student Performance Standards. Teachers will implement daily lessons incorporating the standards.	Principal Assistant Principal CTE Resource Teacher Teacher	Teacher CWT's and observations	Teacher CWT's and observations
5	Teachers will use pre-tests for Industrial Certification.	Teachers will administer pre-tests to students for Industrial Certification. Teachers will re-teacher Industrial Certification through Differentiation of Instruction to accommodate individual students. Teachers will retest students for Industrial Certification.	Principal Assistant Principal CTE Resource Teacher Teacher	Teacher CWT's and observations Student data on pre-tests and classroom assessments.	Teacher CWT's and observations Student achievement 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
STEM-CTE: state updates, curriculum integration	All Grades	National Academy Foundation	Christopher Duke- CTE instructor Marta Rodriguez- Program Coordinator	July 16 - 20	Updates, strategies, and curriculum information reviewed with the rest of the team. Follow-up in PLC's	Prinicipal Assistant Principal Program Coordinator
Progress Book	All Grade Levels	API and techs	School-wide	During Pre-Planning	Follow-up in PLC's	Principal Assistant Principals Program Coordinator
Gradual Release	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Data Driven Differentiated Instruction	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program

						Coordinator
Higher order questions to extend student thinking and discourse	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Unwrapping the Benchmarks and Item Specs	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Lesson Planning, Lesson Delivery and Common Formative Assessments	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Text Complexity and Higher Order Questioning/Thinking	All Grade Levels	CRT	School-wide	September 19, 2012	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
AVID and WICR Strategies for student success	All Grade Levels	CRT	School-wide	March 20, 2013	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
Using Data to Drive Instruction	All Grade Levels	CRT	School-wide	February 20, 2013	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator CRT
IPDP - Creating SMART goals	All Grade Levels	CRT	School-wide	September 13, 2012	Principal Assistant Principals Program Coordinator CRT	Principal Assistant Principals Program Coordinator CRT
Common Core State Standards	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Student Interaction with Technology/21st Century Skills	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Using Collaborative Structures in the classroom	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations	Principal Assistant Principals Program Coordinator
Teaching Vocabulary	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and	Principal Assistant Principals

						observations	Program Coordinator
Subject Area and Program PLCs	All Grade Levels	Program Coordinator	CTE and STEM Teachers	Ongoing PD in weekly PLCs	Follow-up in PLC's Classroom walkthrough and observations		Principal Assistant Principals Program Coordinator
Marzano's Domain	All Grade Levels	CRT	School-wide	October 11, 2012	Follow-up in PLC's Classroom walkthrough and observations		Principal Assistant Principals Program Coordinator CRT
Teaching Vocabulary within the content (CCSS)	All Grade Levels	CRT	School-wide	November 28, 2012	Follow-up in PLC's Classroom walkthrough and observations		Principal Assistant Principals Program Coordinator CRT
CLOSE Reading/CIS	All Grade Levels	CRT	School-wide	January 23, 2013	Follow-up in PLC's Classroom walkthrough and observations		Principal Assistant Principals Program Coordinator CRT
Common Core Standards for all contents	All Grade Levels	CRT	School-wide	May 15, 2013	Follow-up in PLC's Classroom walkthrough and observations		Principal Assistant Principals Program Coordinator CRT

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Certified Nursing Assistant materials	Curriculum materials for Nursing Assistant Program	General	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Nursing Assistant classroom materials	Nursing Assistance supplies	General	$5,100.00
			Subtotal: $5,100.00
			Grand Total: $9,100.00

End of CTE Goal(s)

Additional Goal(s)

Advanced Programs Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Advanced Programs Goal Advanced Programs Goal #1:	Increase enrollment and performance in Advanced Programs by 3%.
2012 Current level:	2013 Expected level:
Increase the enrollment and performance in overall Advanced Programs which includes Honors, AP, AVID and IB. In 2012: AVID: 386 IB: 330 AP = 266 students took 358 exams with 15 students earning a 3 or greater. Honors: 158 honor sections offered. Most students in honors coursework is taking multiple honors classes.	Increase the enrollment and performance in overall Advanced Programs by 3% AVID = 398 students IB = 340 students AP = 266 students Out of 358 AP exams 16 (4.5%) were on target. Honors = 158 honor sections offered. Most students in honors coursework is taking multiple honors classes.

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 feeder patterns do not have an IB and/or AVID program foundation.	Coordinate with school counselor and go to a parent report card distribution night to inform parents of IB and/or AVID and Advanced programs. Program Coordinators go to Curriculum and Registration Night at feeder middle schools.	Assistant Principals Advanced programs coordinators Counselors	Increase in enrollment and performance of programs.	School enrollment and performance reports
2	Number of Level 1 and 2's.	Through extended learning programs and reading strategies increase the number of students at or above Level 3.	Principal Assistant Principals Advance programs coordinators Coaches	FCAT, benchmark, and mini benchmark assessments as well as Achieve 3000 and FAIR.	Student performance data reports.
3	Out of 358 AP exams only 16 (4.5%) were on target.	Develop a strategic plan that will encourage a higher pass rate. (AP Potential Report, Practice exams, …) Focus on increasing performance instead of enrollment.	Principal Assistant Principals Program Coordinators	Practice exams, AP test and classroom assessments	AP exam and practice exams

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

Budget:

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

End of Advanced Programs Goal(s)

Upper Level Mathematics and Science Courses Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Upper Level Mathematics and Science Courses Goal Upper Level Mathematics and Science Courses Goal #1:	Increase enrollment and performance in upper level mathematics (beyond Algebra II) and Science Courses (beyond Biology, Chemistry, and Physics).
2012 Current level:	2013 Expected level:
In 2011 - 2012 Increase enrollment and performance in upper level mathematics (beyond Algebra II) and Science Courses (beyond Biology, Chemistry, and Physics)by 3%. Upper Level Math = 279 Upper Level Science = 320 39% of students in upper level math courses earned college credit.	In 2012 - 2013 Increase enrollment and performance in upper level mathematics (beyond Algebra II) and Science Courses (beyond Biology, Chemistry, and Physics)by 3%. Upper Level Math = 289 Upper Level Science = 331 40% of students in upper level math courses earned college credit.

	23% of students in upper level science courses earned college credit.		24% of students in upper level science courses earned college credit.	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of Level 1 and 2's.	Through extended learning programs and reading strategies increase the number of students at or above Level 3.	Principal Assistant Principals Advance programs coordinators Coaches	FCAT, benchmark, and mini benchmark assessments as well as Achieve 3000 and FAIR.	Student performance data reports.

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

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

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

Budget:

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

End of Upper Level Mathematics and Science Courses Goal(s)

College Dual Enrollment Programs Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. College Dual Enrollment Programs Goal College Dual Enrollment Programs Goal #1:	Increase the enrollment and performance in College Dual Enrollment.
2012 Current level:	2013 Expected level:
During the 2011 -2012 SY (including the summer session) there were 10 students enrolled. They completed 27 college courses.	During the 2012 - 2013 SY increase College Dual Enrollment Program participation to 11 students and 28 completed college courses which is a 10% increase.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of Level 1 and 2's.	Through extended learning programs and reading strategies increase the number of students at or above Level 3.	Principal Assistant Principals Guidance Counselors Teachers	FCAT, benchmark, and mini benchmark assessments as well as Achieve 3000 and FAIR.	Student performance data reports.

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

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

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

Budget:

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

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

End of College Dual Enrollment Programs Goal(s)

College and Career Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. College and Career Readiness Goal College and Career Readiness Goal #1:	Increase College and Career Readiness scores for both Math and Reading.
2012 Current level:	2013 Expected level:
Math Readiness in 2010 - 2011 was 41 and Reading Readiness was 77. We are waiting to receive our readiness scores for 2011-2012.	Increase College and Career Readiness scores for both Math and 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	Number of Level 1 and 2's.	Through extended learning programs, reading and math enhancement courses, and reading and math strategies increase the number of students at or above Level 3.	Principal Assistant Principals Coaches Teachers	FCAT, benchmark, and mini benchmark assessments as well as Achieve 3000 and FAIR.	College and Career Reading scores

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

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

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

Budget:

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

End of College and Career Readiness Goal(s)

ACT and SAT Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. ACT and SAT Goal ACT and SAT Goal #1:	Increase students earning at or above 21.2 on the ACT and/or at/or above 502 verbal, 515 Math, and 494 Writing on the SAT by 3%.
2012 Current level:	2013 Expected level:
In 2012 52 students (34 who graduated last year and 18 current seniors) scored above a 21.2 ACT Composite 19 students scored above a 502 on the verbal on the ACT. 16 students scored above a 515 in the Math section on the ACT.	Increase students earning at or above 21.2 on the ACT and/or at/or above 502 verbal, 515 Math, and 494 Writing on the SAT by 3%. 54 students score above a 21.2 ACT Composite 20 students scored above a 502 on the verbal on the ACT. 17 students scored above a 515 in the Math section on the ACT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of Level 1 and 2's.	Through extended learning programs and reading strategies increase the number of students at or above Level 3.	Principal Assistant Principals Guidance Counselors	FCAT, benchmark, and mini benchmark assessments as well as Achieve 3000 and FAIR.	ACT and SAT assessments

			Teachers		
2	Students show growth and learning gains without meeting proficiency scores.	Technology resources for ACT and SAT prep used by 11/12 Reading Enhancement and Social Studies courses consist of: - numbertwo.com - Bridges - Achieve 3000 Reading Coaches create ACT/SAT lesson plans in collaboration with teachers.	Principal Assistant Principals Guidance Counselors Teachers Reading Coaches	Passing scores on simulated tests	ACT and SAT simulated tests ACT and SAT assessments

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

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

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

Budget:

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

End of ACT and SAT Goal(s)

Fine Arts Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Fine Arts Goal Fine Arts Goal #1:	Increase Fine Ats enrollment by 3%.
2012 Current level:	2013 Expected level:
The Fine Arts enrollment for 2011-2012 = 763 students.	Increase Fine Arts enrollment by 3% to 785 students in 2012-2013.

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
1	Level 1 and Level 2 students are required by the state to be enrolled in a Reading course to support reading disparities thus leaving no opening for fine art electives.	Extended learning opportunities to include: - tutoring during the school day. - after school tutoring - Saturday school tutoring - Achieve 3000 lab 3 times per week during the school day and available for at home use.	Principal Assistant Principal Coaches Teachers Tutors	Immediate feedback of Achieve 3000 student academic data Mini Benchmark assessments	Achieve 3000 Mini Benchmark assessments

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

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

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

Budget:

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

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

End of Fine Arts Goal(s)

Technical Centers Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Technical Centers Goal Technical Centers Goal #1:	Working cooperatively with Technical Centers.
2012 Current level:	2013 Expected level:
In SY 2011-2012 Evans had 29 students who were enrolled in Mid-Florida Tech, Westside Tech or Orlando TEch. There were 24 students who completed the year in the program.	In SY 2012-2013 continue to work cooperatively with Technical Centers. Currently there are 31 students enrolled in technical education centers.

	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	Transportation	Ensure that communication is effective between the school, transportation and Technical Center. Review bus rountes prior to the beginning of the school year.	Guidance Department Dean over transportation	Monitor the arrival and departure time to and from instructional facilities.	Transportation documentation

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

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 Technical Centers Goal(s)

Successful Completion of Algebra I prior to 10th grade Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Successful Completion of Algebra I prior to 10th grade Goal Successful Completion of Algebra I prior to 10th grade Goal #1:	Increase by 3% the successful completion of Algebra I prior to 10th grade.
2012 Current level:	2013 Expected level:
2011-2012 SY completion of Algebra I EOC prior to 10th grade = 31%(145 students).	2012-2013 SY completion of Algebra I EOC prior to 10th grade = 32% (150 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 exposure to foundation Algebra skills before high school.	Double block of Algebra Enhancement/Algebra I in the 9th grade. In school tutoring. After school tutoring. Saturday school.	Principal Assitant Principals Math Coaches Teachers	Mini Benchmark assessments Benchmarks Teacher observational data Monitoring of learning	Algebra EOC Mini Benchmark assessments Benchmarks

				goals and scales.		

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

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

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

Budget:

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

End of Successful Completion of Algebra I prior to 10th grade Goal(s)

Disproportionate Classification in Special Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Disproportionate Classification in Special Education Goal Disproportionate Classification in Special Education Goal #1:	Decrease disproportionate classification in Special Education.
2012 Current level:	2013 Expected level:

	In 2012 the percentege of disproportionate classification in Special Education is 9% (30 students).	In 2013 decrease the percentege of disproportionate classification in Special Education to 4% (15 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	Parents advocate for their students to stay in special education even when not receiving direct services because it allows for an opportunity to apply for an FCAT and EOC waiver.	Provide student with entensive extended learning opportunities. Provide student enhancement classes.	Principal Assistant Principal Staffing Specialist Guidance Counselor Teacher	Mini Benchmark Assessments Benchmarks	FCAT EOC Benchmarks

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

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

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

Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of Disproportionate Classification in Special Education Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Fidelity of Instruction- Rigor and enrichment activities	Achieve 3000	School Improvement Grant	$32,000.00
Mathematics	ALEKS	Diagnostic software used in Math Labs for for Math Enhancement	General	$16,600.00
Writing	Fidelity of Instruction - Rigor Ongoing formative assessment, with immediate feedback, to guide instruction.	My Access Software	School Improvement	$22,000.00
Writing	Fidelity of Instruction - Rigor and Enrichement activities	Springboard	Title I	$9,000.00
Parent Involvement	Provide resources for parents that encourage student achievement.	Parent resources, curriculum information	Title I	$9,500.00
STEM	Software for Engineering program	Engineering software	Race to the Top	$4,000.00
CTE	Certified Nursing Assistant materials	Curriculum materials for Nursing Assistant Program	General	$4,000.00
				Subtotal: $97,100.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Computers and printers for Engineering classroom to enrich the curriculum	Computers and printers	Race to the Top	$30,000.00
				Subtotal: $30,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CARPD and Reading endorsement training. Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and coaching	School Improvement Grant Title I	$129,000.00
Mathematics	Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching	School Improvement Title I	$132,000.00
Science	Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching.	School Improvement Grant Title I	$79,500.00
	Provide teacher professional development and one-			

Writing	on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching.	School Improvement Plan Title I	$64,500.00
U.S. History	Provide teacher professional development and one-on-one training regarding higher order thinking strategies and rigorous instruction that promotes critical, independent and creative thinking.	IB and AP workshops Training and one-on-one coaching.	School Improvement Grant Title I	$65,000.00
STEM	Engineerng curriculum training for teacher.	Engineering curriculum training	Race to the Top	$1,500.00
				Subtotal: $471,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	To provide hands on instruction for students.	Lab equipment	General	$26,207.00
STEM	Non-computer hardware for Engineering classroom set-up	Non-computer hardware	Race to the Top	$19,500.00
STEM	Classroom supplies for Engineering Program	Engineering supplies	Race to the Top	$44,500.00
CTE	Nursing Assistant classroom materials	Nursing Assistance supplies	General	$5,100.00
				Subtotal: $95,307.00
				Grand Total: $693,907.00

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The group provides a forum for professional and community collaboration among all stakeholders to foster a learning environment that supports the school's vision and mission. The SAC is empowered, working in conjunction with school leadership, to assist in the preparation and evaulation of the School Improvement Plan (SIP).

The School Advisory Council meets on the following tentative dates during the 2012-2013 school year:
September 17, 2012
October 1, 2012
November 5, 2012
December 3, 2012
January 14, 2013
February 4, 2013
March 4, 2013
April 1, 2013
May 6, 2013

The initial SAC meeting consists of a review of SAC duties and requirements. Decisions on courses of action result from discussion of issues and the arrival at group consensus. During these sessions, the progress of the SIP goal and available resources are discussed and analyzed in order to facilitate school-wide success. All recommendations or decisions made by the SAC shall be consistent with the Continuous Improvement Model under which Evans High School operates, the Sunshine State Standards/Common Core Standards strands and benchmarks, the state vocational/business standards and pertinent Academy curricula. The SAC chair will make quarterly reports on the 2012-2013 SIP progress to SAC members.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Orange School District
EVANS HIGH
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	51%	61%	18%	153	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	36%	68%			104	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?	45% (NO)	66% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					368	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District
EVANS HIGH
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	20%	51%	79%	16%	166	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	32%	63%			95	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?	35% (NO)	66% (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					362	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested