

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: WHIDDON RODGERS EDUCATION CENTER

District Name: Broward

Principal: David Watkins

SAC Chair: Renee Hudson/Nerissa Lester

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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)
					2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met 2010-2011 Grade: N/A Reading Mastery: 8% Math Mastery: 24% Science Mastery: 8% Writing Mastery: 67% AYP not met 2010 (Stranahan High School) Grade: B 2009

Principal	David Watkins	Professional Certificate Educational Leadership K-12 and Social Sciences 5-9 Ed.S. Educational Leadership M.A. Social Studies Education	2	9	<p>Grade: C Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math</p> <p>2008-2009 Grade: N/A Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.</p> <p>2007-2008 Grade: N/A Reading Mastery: 4% Math Mastery: 6% Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2011 Grade: N/A 2010 (Stranahan High School) Grade: B 2009 Grade: C Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: N/A Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math. 2007-2008 Grade: N/A Reading Mastery: 4% Math Mastery: 6% Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.</p>
					<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2010-2011 Grade: N/A Reading Mastery: 8% Math Mastery: 24% Science Mastery: 8% Writing Mastery: 67% AYP not met</p> <p>2010 (Stranahan High School) Grade: B</p> <p>2009 Grade: C Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math</p> <p>2008-2009 Grade: N/A Reading Mastery: 10%</p>

Assis Principal	Mark Howard	Professional Certificate in Administration and Supervision K-12; Certification in Science 5-9 Bachelors of Science in Agricultural Business; Masters in Ed. Leadership	5	5	<p>Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.</p> <p>2007-2008 Grade: N/A Reading Mastery: 4% Math Mastery: 6% Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2010-2011 Grade: N/A 2009-2010 Grade: N/A Reading Mastery: 13% Math Mastery: 12% Science Mastery: 0 % Writing Mastery: 78% AYP: No subgroups met AYP for Reading and Math.</p> <p>2008-2009 Grade: N/A Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met made AYP for Reading and Math.</p> <p>2007-2008 Grade: N/A Reading Mastery: 4% Math Mastery: 6% Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2008-2009 FCAT Middle School Academy Program</p> <ul style="list-style-type: none"> • Reading: 19% met proficiency • Math: 29% met proficiency • Math: 73% <p>Writing: 74% met proficiency</p>
Assis Principal	Elizabeth Tatum	Ed. Leadership K-12 MS English 6-12 ESOL Endorsed	3	12	<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2010-2011 Grade: N/A Reading Mastery: 8% Math Mastery: 24% Science Mastery: 8% Writing Mastery: 67% AYP not met</p> <p>2010 (Stranahan High School) Grade: B</p> <p>2009 Grade: C Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math</p> <p>2008-2009 Grade: N/A Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.</p> <p>2007-2008 Grade: N/A Reading Mastery: 4% Math Mastery: 6%</p>

					<p>Science Mastery: 3% Writing Mastery: 60% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2010-2011 Grade: N/A 2009-2010 Grade: N/A Reading Mastery: 13% Math Mastery: 12% Science Mastery: 0 % Writing Mastery: 78% AYP: No subgroups met AYP for Reading and Math. 2006-2009 Northeast High School School grade: C AYP: No</p>
Assis Principal	Sharon Grant	MA Educational Leadership English 6-12 Guidance K-12 ESOL Endorsed Cert. School Principal	2	12	<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2010-2011 Grade: N/A 2009-2010 Grade: C (Piper) 08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met</p>
Assis Principal	Carlos Rodriguez	B.S History M.S Social Studies M.S Ed Leadership Spec Ed Leadership Cert School Principal	2	12	<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2010-2011 Grade: N/A Cypress Bay-09-10 Grade pending/649 points Reading proficiency 78% Learning Gains Reading 73% Math proficiency 95% Learning Gains Math 85% Science proficiency 57% AYP was not met Western High Grade C 08-09 Reading proficiency 50% Math proficiency 82% Science proficiency 44% AYP was not met</p>

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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
--	--	--	------	---------------	---

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Olga Wilson	Masters in Reading/Reading Certification K-12	4	4	<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Grade: N/A Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Grade: N/A Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.</p> <p>P, P 22% Learning gain 2008 16% Learning gain 2007</p>
Math	Renee Hudson	Masters in Curriculum and Instruction / Certification Math 5-9 and Math 6-12	6	3	<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2009-2010 Grade: N/A Math Mastery: 19% AYP: There were no subgroups that made AYP in Math. 2008-2009 Grade: N/A Math Mastery: 25% AYP: There were no subgroups that made AYP in Math. 2007-2008 Grade: N/A Math Mastery: 6% AYP: There were no subgroups that made AYP in Math.</p> <p>P, P 41% Learning gain 2008 35% Learning gain 2007</p>
Science	Katie Moncrief	Bachelor of Science in Secondary Education and Science; Masters in Instructional Technology; Education Specialist in Educational Leadership	4	3	<p>2011-2012 Grade: N/A Reading Mastery: 3.1% Math Mastery: Middle School 2%, Geometry 27% Science Mastery: Middle School 4%, Biology- Not met Writing Mastery: 8th graders 67%, 10th graders 39% AYP not met</p> <p>2009-2010 Grade: N/A Science Mastery: 3 %</p> <p>2008-2009 Grade: N/A Science Mastery: 0 %</p> <p>2007-2008 Grade: N/A Science Mastery: 3%</p>

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	NESS New teachers are mentored through a site-based liaison program.	Joan Sternberg	2013	

2	8 Professional Study Days	Sydney Culver	2013	
3	Professional Learning Communities	Sydney Culver	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
No data submitted	

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
79	0.0%(0)	34.2%(27)	44.3%(35)	21.5%(17)	40.5%(32)	100.0%(79)	25.3%(20)	3.8%(3)	41.8%(33)

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
Joan Sternberg (NESS Coordinator, PLC Community Leader)	Mr. Jacob Curry	Mr. Jacob Curry will continue to receive support and guidance in order to complete certificate requirements.	Monthly NESS meetings 9/6/12 Session One: Multi-media Cart & Computer Programs Session Two: Laptop Cart & Computer Programs tion of PDD Sessions
PLCs: Science/English Departments Math/Electives Departments Reading/Social Studies Departments Guidance and ESE Departments	Sydney Culver and PDD/PLC Community (Facilitators)	Departments were paired according to how each supports student learning	9/6/12 Session One: Multi-media Cart & Computer Programs Session Two: Laptop Cart & Computer Programs PLCs Topics includes; 1.Balancing Informational and 2.Literary Text 3.Knowledge in the Disciplines 4.Staircase of Complexity 5.Text-based Answers 6.Writing from Sources

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

ABE/GED and ESOL and Computer Assisted Instruction (formally known as DBI)

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mark Howard, Assistant Principal
Dr. Marion Hernandez, Behavior Specialist
Kimberly Jackson, Guidance Counselor
Nerissa Lester, ESE Support Facilitator
Shelly Reid, Transition Specialist
Mary Shaw, Reading Coach
Renee Hudson, Math Coach
Alison Brooks, ESE Specialist
Andre Newton, Coordinator of the RtI Leadership Team
Dawn Sciafani, School Psychologist

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

The Coordinator of RtI, Mr. Newton, will facilitate bi-weekly meetings to discuss the performance of students that are under performing academically. Mr. Newton will track students utilizing documents to record and monitor the implementation of academic and/or behavioral interventions. Data will be entered onto a progress monitoring graph. This data will be analyzed to address students' needs. Based on the level of interventions, the case manager will facilitate meetings to share student data, which will include baseline/diagnostic and progress monitoring data derived from research-based resources. This data will be utilized to make recommendations to increase interventions, determine tiers, and address instructional gaps.

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

The RtI leadership team will work collaboratively with the School Advisory Council to monitor the school wide core curriculum goals and objectives outlined in the SIP. Specifically, they will be responsible for utilizing the FCIM to determine the effectiveness of the school-wide curriculum and make adjustments/recommendations to the school-wide curriculum. The RtI team will collaborate with the leadership team and provide reports at SAC meetings. RtI team members will also use this opportunity to provide an overview of the RtI process at the SAC meetings.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Academic data is obtained from a variety of sources including: Progress Monitoring and Reporting Network (PRMN) using the FAIR, Florida Comprehensive Assessment Test (FCAT), Broward Assessment Test (BAT 1), for reading, math, and science, mini assessments, content area pre-tests, Fluency Probes, work samples, teacher made quizzes, Diagnostic Assessment for Reading (DAR), SAN DIEGO World List, and the BASI (reading, math, and writing).
Mid Year data: mini assessments, work samples, teacher made test and quizzes. End of the Year: FCAT data, content area post tests: DAR and Fluency Probes post test. Data is to be collected on a weekly basis. It will be summarized and recorded on data forms, graphs and in the school based data system. Behavioral Data: DMS, review of student records, interviews, conferences, and observations.

Describe the plan to train staff on MTSS.

Members of the RtI team will be trained/re-trained (if needed during) pre-planning week by Dr. Angela Brinson. The focus of the training will be addressing behavior and academic issues early in the RtI process. The relevance of collecting and graphing data and intervention strategies. Additional staff training will be facilitated during PLC's by the RtI team members.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David Watkins, Principal

Mark Howard, Intern Principal
Sharon Grant, Assistant Principal DJJ
Mary Shaw, Reading Coach DJJ
Olga Wilson, Reading Coach
Alison Brooks, ESE Specialist
Deidtre Whack-Sanchez, ESE Specialist
Beverly Croslin, ESOL Coordinator
Renee Hudson, Math Coach/Department Chair
Katie Moncrief, Science Coach/Department Chair
Susan Nash, Teacher
Sydney Culver, Curriculum Specialist
Debra Trohatos-Rosenberg, Media Specialist
Gayle Holland, Vocational Department Chair
Bori Lenard, Behavior Specialist

Katie Moncrief, Science Coach/Department Chair
Sylvester Robinson, Teacher
Sydney Culver, Curriculum Specialist
Debra Trohatos-Rosenberg, Media Specialist
Gayle Holland, Vocational Department Chair

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

The LLT will meet monthly and as needed to address school wide literacy needs, monitor progress of focus calendars/curriculum, provide support for instructional personnel, and facilitate best practice sharing via professional learning communities and mini-workshop sessions ("bite sessions"). The LLT will utilize the FCIM to monitor the effectiveness of literacy initiatives. Each member of the LLT will ensure that the literacy component is infused into all content areas and adequately meets the unique needs of students in our various programs. Team members will also provide data driven feedback and will make adjustments in regards to the curriculum area they monitor.

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

Over 90% of our students performed below level three proficiency. Our major area of focus will to effectively monitor the implementation of the K-12 Comprehensive Reading Plan. Efforts will be made to progress monitor students in all identified subgroups with frequent administrative, teacher, and student data chats. Additionally, professional development, the instructional focus calendar, reading and writing initiatives, and increasing the effective use of reading strategies across all content areas will be included in the area of focus for this year's LLT.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Reading Coaches and PLC Facilitators will coach, model, and monitor all instructional staff to implement reading and writing instruction across the curriculum providing professional development and daily support using CRISS and/or MCREL learning strategies, through the use of reading journals, reading logs, summarizing, note-taking, graphic organizers, student writing assignments, activities, and projects. Administrators and coaches will monitor the implementation of IFC's and assessments

*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?

Whiddon-Rogers students gain access to real world applications in connection to their future course of studies. For example, culinary arts students are taught proper food sanitation, storage and preparation and select students work along with teacher to serve at our special events that take place on campus. Students with musical interests are enrolled in Chorus, and Keyboarding, they are exposed to various instruments and are taught to read and play music. Select students participate in school's band and chorus and perform during designated school plays and cultural events (i.e. Multicultural Day). Further students in our science classes receive instruction via integrated science classes and participate in real- world laboratory experiments and projects. New programs including, production technology, French, art, construction and health sciences have been added to the master schedule to give students the opportunity to get basic information in regards to college and career choices so that they can continue this interest with share-time, technical education, etc.

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 department meets ASCA counselor/student ratio of 270 to 1. AGP goals in alignment with ASCA, state, and district career, social and personal development initiatives.

Counselors meet with student regularly and follow Policy 6000.1 Student Procedural Guidelines for promotion and acceleration mechanisms.

Counselors will meet with students annually to review FACTS.org postsecondary planning guide (PAC plan) per FL statute. All 8th grade students complete an PAC plan per FL statute.

Counselors meet with students weekly to discuss academic and personal goals. This includes face-to-face reviewing of course selections for the subsequent school year.

Due to large Haitian population, an interpreter is available for parent/student information programs. Parent Link and other electronic services are provided in English and Creole.

All 10th grade students take the PSAT.

Eligible 11th and 12th grade students were administered the CPT exam.

11th and 12th grades students are highly encouraged to take the ACT and SAT exams.

ACT prep (Princeton Review) is offered as enrichment classes during school day.

Eligible juniors and seniors are given opportunities to enroll in shared-time vocational programs local technical training centers.

Select 11th and 12th grade students attended the College Fair. BRACE Advisor will host a career day with specific post-secondary and professional organizations for students. BRACE Advisor holds monthly informational meeting with students to discuss relevant career and college planning issues. BRACE Advisor will schedule monthly college/university and technical school visits. Career technical students will take industry certification tests. Select students are encouraged to take coursework via APEX to accelerate credit recovery. All juniors and seniors are screened and notified of Bright Futures requirements..

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](#)

Brace Advisor primary role is to provide post-secondary preparation for students. Brace Advisor conducts classroom visitations and use wireless cart to ensure that all students have created a user account on FLCHOICES.ORG. All students complete Interest Inventory available of FIChoices.org to help student explore post secondary careers. Students attend field trips Construction Fair, Junior Experience, BCC Career Expo to gain exposure to different career options. College Reps and Technical School Reps visit senior classes. College Placement Test is offered on campus to all juniors and seniors that meet FL statute requirements. The ASVAB test is administered on campus. A teacher certified in Princeton Review offers ACT Prep course. Due to nature of program (competency/performance), guidance counselors meet daily/weekly with students to discuss course selection, academic progress and post-secondary options as related to interests and graduation requirements. Students will be exposed to the Princeton Review course, which provides ACT remediation and more post-secondary options.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	To increase the number of students scoring level 3 proficiency in Reading FCAT by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT test, 2.6% of students tested achieved proficiency Level 3	Increase students Level 3 proficiency in Reading on FCAT 2.0 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	*Students lack the Reading strategies to respond adequately to moderate and/or higher order thinking questions.	<p>*Students will be mediated in Princeton Review and prepped academically for all assessments through various test taking strategies and exposure to released testing materials.</p> <p>*All curricular areas will actively integrate higher order thinking questions into all instruction/discussions and assessments.</p> <p>*Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum.</p> <p>*Independent reading practice will be monitored by all teachers.</p> <p>*Each class will focus on informational text during instructional practice.</p>	<p>1. Principal</p> <p>2. Administration</p> <p>3. Reading Coach</p> <p>4. Leadership Team</p>	<p>*Leadership Team meets to review and discuss what resources and support are needed.</p> <p>*Coach/Teacher Conference to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation.</p> <p>*Mini-Assessments to include higher order thinking questions are utilized to provide skilled practices and feedback for areas in need of remediation.</p> <p>*Classroom Walk-throughs will be practiced with fidelity to ensure questioning techniques are integrated effectively.</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p>
	* Classroom instruction	* Reading Teachers	1. Principal	*Leadership Team meets	*Teacher observation

2	<p>lacks the rigor for students to respond effectively to moderate and/or higher order level questions.</p>	<p>have common planning to share effective/best practices, share resources, and to collaborate on lesson planning, and lesson delivery strategies by using Common Core State Standards.</p> <p>*To better monitor student academic learning and achievement by maintaining student assessment log(s).</p> <p>*To provide students with intensive reading instruction through a variety of test-taking strategies, practices, materials and technology—Achieve 3000.</p> <p>*Students will be mediated in Princeton Review and prepped academically for all assessments through various test taking strategies and exposure to released testing materials.</p> <p>*Independent reading practice will be monitored by all teachers.</p> <p>*Each class will focus on informational text during instructional practice.</p> <p>Students will participate in reading initiatives such as accelerated reader and independent reading time to build capacity.</p>	<p>2. Administration</p> <p>3. Reading Coach</p> <p>4. Leadership Team</p>	<p>to review and discuss the resources and support needed to advance students academically.</p> <p>*Coach/Teacher Conference to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation.</p> <p>*Mini-Assessments to include higher order thinking questions are utilized to provide skilled practices and feedback for areas in need of remediation. Marzano Observations will be practiced with fidelity to ensure questioning techniques are integrated effectively.</p> <p>*Target Graduation Team will mentor and monitor student learning.</p> <p>*Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation.</p> <p>*Evaluate FAIR Assessment data to determine support needed for student achievement.</p>	<p>and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or re-teaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of FCAT/ACT/SAT/PSAT.</p>
---	---	---	--	--	--

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Number of students tested receiving Level 4 or higher in Reading will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students tested achieved a Level 4 or higher in reading by .5%.	Increase students tested Level 4 or higher proficiency in Reading by 6%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Students lack the Reading strategies to respond adequately to moderate and/or higher order thinking questions.	*Students will be mediated in Princeton Review and prepped academically for all testing scenarios to include FCAT, ACT and SAT through ACT Prep class and exposure to testing materials. *Small group differentiated instruction will be utilized in all content areas. *High level students will be scheduled into the most academically challenging classes to ensure that they are exposed to curriculum that will continue to enhance their skills. *Utilize APEX Learning Systems to provide students the opportunity to take higher level courses not offered on our traditional schedule.	1. Principal 2. Administration 3. Reading Coach 4. Leadership Team	*Leadership Team meets to review and discuss what resources and support are needed. *Coach/Teacher Conference to discuss students' academic needs and improvements. *Coach/Administration Conference to discuss instructional staff support and resources. Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation. *Mini-Assessments to include higher order thinking questions are utilized to provide skilled practices and feedback for areas in need of remediation. *Classroom Walk-throughs will be practiced with fidelity to ensure questioning techniques are integrated effectively.	*Teacher observation and feedback to support academic improvement. *Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement. *Data Chats to monitor students' academic needs. *Direct results of ACT/SAT/PSAT.
	* Limited instruction of	To increase novel study	1. Principal	Leadership Team meets	*Teacher

2	Novel Study in classroom (s).	with high interest reading material(s) and activities.	2. Administration 3. Reading Coach 4. Leadership Team	to review and discuss the resources and support needed to advance students' academically.	observation and feedback to support academic improvement.
		Enroll students in academically challenging (honors and advanced placement) classes to ensure that students are exposed to curriculum to increase and/or maintain skill mastery. *Use differentiated instruction resources to meet multiple students' learner needs. *Reading Teachers have common planning to share effective/best practices, share resources, and to collaborate on lesson planning, and lesson delivery strategies by using Common Core State Standards.		*Coach/Teacher Conference to discuss students' academic needs and improvements. *Coach/Administration Conference to discuss instructional staff support and resources. Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation. *Mini-Assessments to include higher order thinking questions are utilized to provide skilled practices and feedback for areas in need of remediation. *Classroom Walk-throughs will be practiced with fidelity to ensure questioning techniques are integrated effectively	*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or re-teaching to increase student achievement. *Data Chats to monitor students' academic needs. *Direct results of ACT/SAT/PSAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the number of students making learning gains in reading by 7%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students showed learning gains on FCAT reading.	Increase % of students making learning gains to 7%

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 vocabulary instruction hinders students ability to effectively read and comprehend information in all content areas.	<p>*Students will be mediated in Princeton Review and prepped academically for PSAT through various test taking strategies and exposure to released testing materials.</p> <p>*Utilize specific vocabulary building software and websites throughout all curricular areas.</p> <p>*Elective teachers have established vocabulary enrichment as their initiative and participate in daily vocabulary building activities in all classes.</p>	1. Principal 2. Administration 3. Reading Coach 4. Leadership Team 5. ESOL Coordinator	<p>*Leadership Team meets to review and discuss resources and support needed.</p> <p>*Coach/Teacher Conference to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>*Mini-Assessment to provide skilled practices.</p> <p>*Classroom Walk-throughs to observation processes in place and areas in need of improvement, and to support the academic process.</p> <p>*Results on ACT/SAT/PSAT pretests.</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p>
2	Classroom instruction lacks rigor and consistency of instructional focus.	<p>**Reading Coach will ensure that the use of New Generation Sunshine State Standards and Common Core Standards are posted in reading classes for students' use and information.</p> <p>*Use differentiated instruction resources to meet multiple students' learner needs.</p> <p>*Reading Teachers have common planning to share effective/best practices, share resources, and to collaborate on lesson planning, and lesson delivery strategies by using Common Core State Standards.</p>	1. Principal 2. Administration 3. Reading Coach 4. Leadership Team 5. ESOL Coordinator	<p>* Leadership Team meets to review and discuss what resources and supports are needed.</p> <p>*Coach/Teacher Conference and Planning to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>*Professional Development to increase teacher effectiveness.</p> <p>*Marzano Observations will be practiced with fidelity to ensure questioning techniques are integrated effectively.</p> <p>*Target Graduation Team will mentor and monitor student learning.</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or re-teaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of students in the lowest 25% making learning gains by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students making learning gains in reading was 0%	Increase number of students making learning gains in reading by 7% in the lowest 25% of 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	*Teachers do not sufficiently provide opportunities to increase students reading endurance which limits their ability to effectively focus and stay motivated while reading lengthy content area or reading material.	*Students will be mediated in Princeton Review and prepped academically through various test taking strategies and exposure to released testing materials. *The reading coach will conduct student pull-outs with lower 25% to work with them one on one to build capacity for reading lengthy passages with comprehension. *Small group differentiated instruction will be provided to students in all academic areas.	1. Principal 2. Administration 3. Reading Coach 4. Leadership Team 5. Media Specialist	*Leadership Team meets to review and discuss resources and support needed. *Coach/Teacher Conference to discuss students' academic needs and improvements. *Coach/Administration Conference to discuss instructional staff support and resources. *Evaluate FAIR Assessment data to determine support needed for student achievement. *Mini-Assessment to provide skilled practices.	*Teacher observation and feedback to support academic improvement. *Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement. *Data Chats to monitor students' academic needs. *Direct results of

		<p>*Independent reading practice (20-minutes of silent reading time and Media Center visits) will be scheduled and managed by the teacher.</p> <p>*Classroom libraries will be maintained where possible with interesting, level appropriate materials</p>		<p>*Classroom Walk-throughs to observation processes in place and areas in need of improvement, and to support the academic process.</p> <p>*Progress Monitoring and Data Analysis</p>	<p>ACT/SAT/PSAT .</p> <p>*Accelerated Reading Assessment.</p>
2	<p>Utilization of students' reading lexile score to increase book selection and novel selection for instruction.</p>	<p>Reading Teachers will conduct data chats to include lexile score data for students to use for book selection(s).</p> <p>*Use differentiated instruction resources to meet multiple needs of learners.</p> <p>*Reading Teachers have common planning to share effective/best practices, resources, and to collaborate on lesson planning and delivery strategies by using Common Core State Standards.</p>	<p>1. Principal 2. Reading Coach 3. Leadership Team 4. Media Specialist 5. ESOL Coordinator 6. ESE Specialist</p>	<p>. Leadership Team meets to review and discuss what resources and supports are needed.</p> <p>*Coach/Teacher Conference and Planning to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>*Professional Development to increase teacher effectiveness.</p> <p>*Marzano Observations will be practiced with fidelity to ensure questioning techniques are integrated effectively.</p> <p>*Target Graduation Team will mentor and monitor student learning.</p>	<p>Teacher-made Classroom Assessment(s) and project(s) to monitor academic learning and/or re-teaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT .</p> <p>*Accelerated Reading Assessment</p>

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 # <input type="text"/> 5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Student subgroups by ethnicity not making satisfactory progress in reading will decrease by 5%.</p>
<p>2012 Current Level of Performance:</p> <p>White: 77.8 Black: 97.5 Hispanic: 100 Asian: 100</p>	<p>2013 Expected Level of Performance:</p> <p>White: 72.8 Black: 92.5 Hispanic: 95 Asian: 95</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Teachers do not sufficiently provide opportunities to increase students reading endurance which limits their ability to effectively focus and stay motivated while reading lengthy content area or reading material.	<p>*Students will be mediated in Princeton Review and prepped academically through various test taking strategies and exposure to released testing materials.</p> <p>*The reading coach will conduct student pull-outs with lower 25% to work with them one on one to build capacity for reading lengthy passages with comprehension.</p> <p>*Small group differentiated instruction will be provided to students in all academic areas.</p> <p>*Independent reading practice (20-minutes of silent reading time and Media Center visits) will be scheduled and managed by the teacher.</p> <p>*Classroom libraries will be maintained where possible with interesting, level appropriate materials</p>	<ol style="list-style-type: none"> 1. Principal 2. Administration 3. Reading Coach 4. Leadership Team 5. ESOL Coordinator 6. Media Specialist 7. Target Graduation Team 	<p>Leadership Team meets to review and discuss resources and support needed.</p> <p>*Coach/Teacher Conference to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>*Evaluate FAIR Assessment data to determine support needed for student achievement.</p> <p>*Mini-Assessment to provide skilled practices.</p> <p>*Classroom Walk-throughs to observation processes in place and areas in need of improvement, and to support the academic process.</p> <p>*Progress Monitoring and Data Analysis</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p> <p>*Accelerated Reading Assessment.</p>
2	Graduation rate is low as compared to the graduation rate in traditional schools.	<p>Target Graduation leadership team created to increase graduation rates and deal with student academics and achievement.</p> <p>This team will identify students within 1 year of graduation. The team will monitor their attendance, progress, schedule, behavior and social and provide mentors.</p>	<p>Olga Wilson, Reading Coach</p> <p>Target Graduation Team</p>	<p>Standardized test results.</p>	<p>Graduation Results</p>
	Students need to be counseled to increase their knowledge of the importance of data.	<p>Target Graduation Team/Reading Coach will monitor students' academic learning and growth.</p> <p>*Target Graduation Team/Reading Coach mentor students and conduct data chats to assess academic needs.</p> <p>*Use differentiated instruction resources to meet multiple students'</p>	<ol style="list-style-type: none"> Principal 2. Reading Coach 3. Leadership Team 4. ESOL Coordinator 5. ESE Specialist 6. Target Graduation Team. 	<p>Leadership Team meets to review and discuss what resources and supports are needed.</p> <p>*Coach/Teacher Conference and Planning to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or re-teaching to</p>

3	<p>learner needs.</p> <p>*Instructional Staff, Reading Coach, and Target Graduation Team collaborate on student placement, academic resources, and mentorship to increase student achievement.</p>	<p>*Professional Development to increase teacher effectiveness.</p> <p>*Marzano Observations will be practiced with fidelity to ensure questioning techniques are integrated effectively.</p> <p>*Target Graduation Team will mentor and monitor student learning.</p>	<p>increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p> <p>*Accelerated Reading Assessment</p>
---	--	--	---

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:	English Language Learners ELL not making satisfactory progress is reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
English Language Learners ELL not making satisfactory progress is reading is 100%.	English Language Learners ELL not making satisfactory progress is reading is 95%.

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	<p>* Lack of vocabulary instruction hinders the ELL students ability to effectively read and comprehend information in all content areas.</p>	<p>*Students will be mediated in Princeton Review and prepped academically for PSAT through various test taking strategies and exposure to released testing materials.</p> <p>*Utilize specific vocabulary building software and websites throughout all curricular areas.</p> <p>*Elective teachers have established vocabulary enrichment as their initiative and participate in daily vocabulary building activities in all classes.</p>	<ol style="list-style-type: none"> 1. Principal 2. Administration 3. Reading Coach 4. Leadership Team 5. ESOL Coordinator 6. TargetGraduationTeam 	<p>*Leadership Team meets to review and discuss resources and support needed.</p> <p>*Coach/Teacher Conference to discuss students' academic needs and improvements.</p> <p>*Coach/Administration Conference to discuss instructional staff support and resources.</p> <p>*Mini-Assessment to provide skilled practices.</p> <p>*Classroom Walk-throughs to observation processes in place and areas in need of improvement, and to support the academic process.</p> <p>*Results on ACT/SAT/PSAT pretests.</p> <p>*Achieve 3000</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of ACT/SAT/PSAT.</p> <p>*Achieve 3000</p>

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:	Students with Disabilities not making satisfactory progress in reading will decrease by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities not making satisfactory progress in reading 100%.	Students with Disabilities not making satisfactory progress in reading 95%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Teachers do not sufficiently provide opportunities to increase students reading endurance which limits their ability to effectively focus and stay motivated while reading lengthy content area or reading material.	*Collaboration of all curricular areas to increase the reading stamina by increasing the amount of text and the reading level of material used in all classes. *Students will be mediated in Princeton Review and prepped academically for all assessments through various test taking strategies and exposure to released testing materials. *ESE specialist/support facilitator and classroom teacher will design specific assignments based on students disability and reading level to help build capacity. *Independent reading practice will be monitored by all teachers. *Each class will focus on informational text during instructional practice. Students will participate in reading initiatives such as accelerated reader and independent reading time to build capacity.	1. Principal 2. Administration 3. Reading Coach 4. Leadership Team 5. ESOL Coordinator 6. Target Graduation Team 7. ESE Specialist	* Classroom walk-through data *ESE support facilitator notes and feedback. *Reading logs will be compiled and analyzed to ensure students are increasing length and level of reading material. *Teachers and students hold data/progress chats to pinpoint areas of concern and plan for remediation. *Evaluate FAIR Assessment data to determine support needed for student achievement.	*Teacher observation and feedback to support academic improvement. *Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement. *Data Chats to monitor students' academic needs. *Direct results of FCAT/ACT/SAT/PSAT.

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.	Economically Disadvantaged students not making satisfactory
--	---

Reading Goal #5E:	progress in reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged students not making satisfactory progress in reading 97.5%.	Economically Disadvantaged students not making satisfactory progress in reading 92.5%.

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	*Students have not been properly trained in the skills necessary to assess their academic progress and understand what areas they are in need of remediation and additional instruction.	<p>*Students will be involved in bi-weekly data chats with their teachers to ensure that they are aware of what skills they need to acquire to successfully take standardized tests, i.e. FCAT, ACT or SAT.</p> <p>*All students will be required to show proficiency on acquiring data and analyzing data using virtual counselor.</p> <p>*Reading Coach will visit reading classes and provide information to students on NGSSS and its importance to their academic success.</p> <p>*Parents will be invited to attend instructional meetings to provide them with the tools necessary to access student data.</p>	<p>1. Principal</p> <p>2. Administration</p> <p>3. Reading Coach</p> <p>4. Leadership Team</p> <p>6. ESOL Coordinator</p> <p>7. Target Graduation Team</p>	<p>*Teachers will log bi-weekly data chats with students and provide information to administration to ensure chats are taking place and that students using information to become actively involved in their curriculum.</p> <p>*Teachers in all curricular areas will give students assignments and/or quizzes that revolve around the attainment of information from sources such as virtual counselor/pinnacle.</p> <p>*Reading Coach will survey students on their understanding of NGSSS and their relevance to the students' academic success.</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of FCAT, ACT/SAT/PSAT.</p>
2	**Opportunities for independent and silent reading are limited.	<p>* Reading Coach /Reading Teachers will increase visits/use of the Media Center/Classroom Libraries for book selection; and increase novel study instruction.</p> <p>*Use differentiated instruction resources to meet multiple students' learner needs.</p> <p>*Reading Teachers have common planning to share effective/best practices, share resources, and to collaborate on lesson planning, and lesson delivery strategies by using Common Core State Standards.</p>	<p>1. Principal</p> <p>2. Administration</p> <p>3. Reading Coach</p> <p>4. Leadership Team</p> <p>5. ESOL Coordinator</p> <p>6. Target Graduation Team</p>	<p>Teachers will log bi-weekly data chats with students and provide information to administration to ensure chats are taking place and that students using information to become actively involved in their curriculum.</p> <p>*Teachers in all curricular areas will give students assignments and/or quizzes that revolve around the attainment of information from sources such as virtual counselor/pinnacle.</p> <p>*Reading Coach will survey students on their understanding of NGSSS and their relevance to the students' academic success.</p>	<p>*Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Chapter, Unit, and Skill Assessment and project to monitor academic advancement and/or reteaching to increase student achievement.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of FCAT, ACT/SAT/PSAT.</p>

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
PDD/PLC - CCSS CCSS Resources CCSS Online Resources- How to access online resources Utilizing CCSS – Lesson Planning and Delivery I.D. Program Reading Teachers Planning	7-12	Sydney Culver, Curriculum Specialist Olga Wilson, Reading Coach Olga Wilson, Reading Coach Olga Wilson, Reading Coach District PLC	School-wide School-wide School-wide/Departments Reading Department Staff Reading Department Staff	9/16/12; 10/4/12; 11/1/12; 12/6/12; 1/10/13; 2/21/13; 3/14/13; and 4/4/12	Ongoing Ongoing Ongoing Ongoing	Ms. S. Culver; Ms. O. Wilson, Ms. K. Moncrief, Ms. Hudson/Ms.Lester, Ms. G. Holland, Mr. Lenard, and Mr. Newton Ms. S. Culver; Ms. O. Wilson, Ms. K. Moncrief, Ms. Hudson/Ms.Lester, Ms. G. Holland, Mr. Lenard, and Mr. Newton Instructional Coaches and Department Heads Instructional Coaches, Administration, Department Heads, ESOL Coordinator, ESE Specialist Instructional Coaches and Department Heads Instructional Coaches and Department Heads

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Novel Study	To increase students independent and application of reading skills and strategies	School	\$3,000.00
Ten-Steps To Improving/Advancing Skill and Vocabulary Workbook	Instructional Materials needed for student instructional.	School	\$3,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Wireless Cart	Reading programs and software	School	\$40,000.00
Rosetta Stone	Reading and Language instruction, practice, and application.	school	\$20,000.00
Achieve 3000	Reading instruction, practice, and application.	district	\$10,000.00
			Subtotal: \$70,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PDD/PLC	Technology, Resource materials	School	\$2,000.00
Common Core Standards	To train staff on to accept online standards and utilize standard for lesson planning and delivery	School	\$2,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Newsletter Teen Food and Health	Reading materials for teens to better prepare students mentally and physically for learning.	school	\$1,000.00

Physical/Health Activities	Physical activities items/Healthy Eating resources to create and demonstrate.	school	\$1,000.00
			Subtotal: \$2,000.00
			Grand Total: \$82,000.00

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:		In the 2012-2013 school year 10% of ELL students will score proficient on listening and speaking on the CELLA test.			
2012 Current Percent of Students Proficient in listening/speaking:					
During the 2011-2012 School year, 7% (113) of ELL students scored proficient in listening and speaking on the CELLA test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Family preference to speak native language at home or with friends.</p> <p>Cultural lack of motivation to engage in the new culture.</p> <p>Lack of confidence by new citizens to try to speak the language.</p> <p>Lack of traditional schooling in their home country.</p>	<p>The school will provide incentives and methods in the classroom to encourage students to use English more frequently.</p> <p>The school will create an atmosphere conducive to respect ELLs' own cultural values while acquiring the new culture.</p> <p>Instructors will increase the usage of software programs, such as, Rosetta Stone and Achieve 3000 by 3 times a week.</p> <p>Instructors will monitor and use results of assessments to differentiate instruction.</p> <p>Instructors will provide certificates and awards for students who master the various software programs used in class.</p>	<p>Teachers</p> <p>2. ESOL Coordinator</p> <p>4. Leadership Team</p> <p>5. Administration</p> <p>6. Principal</p>	<p>ESOL Coordinator/Teacher Conference to discuss students' academic needs and improvements.</p> <p>* ESOL Coordinator /Administration Conference to discuss instructional staff support and resources.</p> <p>*Classroom Walk-throughs to observe/assess/recommend changes or support academic process.</p> <p>Analysis of the results of 2012-13 FCAT, CELLA & IPT scores. ACHIEVE 3000 and Rosetta Stone pre-tests and post tests results</p>	<p>Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Software evaluations, Chapter/Unit Textbook.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of CELLA, IPT, Achieve 3000 and Rosetta Stone</p>

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

2. Students scoring proficient in reading. CELLA Goal #2:	In the 2012-2013 school year increase the percentage of ELL students scoring 605-743 on the reading part of CELLA to 90% (80).
--	--

2012 Current Percent of Students Proficient in reading:

85% of ELLs were classified beginners. They scored 605-743 in the Reading part of the CELLA.

13% were classified Low-Intermediate.

2% did not take the test due to excessive absences, dual enrollment or withdrawn/credit completion.

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	<p>Limited vocabulary and lack of former English instruction impede ELLs ability to acquire reading comprehension in all subjects.</p> <p>Family preference to speak native language at home or with friends.</p> <p>Cultural lack of motivation to engage in the new culture.</p> <p>Lack of confidence by new citizens to try to speak the language.</p> <p>Lack of traditional schooling in their home country.</p>	<p>Utilize ACHIEVE3000 and Rosetta Stone software programs at least three times a week. These programs will be used in combination with the mandated ESOL textbooks.</p> <p>ELL teachers will monitor students' performance bi-weekly.</p> <p>Reports on students' progress will be utilized to implement or change strategies and lessons.</p> <p>Teacher/student data chats will occur bi-weekly</p>	<p>Teachers</p> <p>2. ESOL Coordinator</p> <p>4. Leadership Team</p> <p>5. Administration</p> <p>6. Principal</p>	<p>ESOL Coordinator/Teacher Conference to discuss students' academic needs and improvements.</p> <p>* ESOL Coordinator /Administration Conference to discuss instructional staff support and resources.</p> <p>*Classroom Walk-throughs to observe/assess/recommend changes or support academic process.</p> <p>* CELLA, IPT scores, ACHIEVE3000 and Rosetta Stone pre-test an post test results will be analyzed.</p>	<p>Teacher observation and feedback to support academic improvement.</p> <p>*Teacher-made Tests, Software evaluations, Chapter/Unit Textbook.</p> <p>*Data Chats to monitor students' academic needs.</p> <p>*Direct results of CELLA, IPT</p> <p>*Achieve 3000 and Rosetta</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:	In the 2012-2013 school year 4% (4) of ELL students will score proficient on writing portion of the CELLA test.
--	---

2012 Current Percent of Students Proficient in writing:

1.7% (2) ELL students were classified as proficient on the writing portion of the CELLA Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Limited vocabulary and lack of former English instruction impede ELLs ability to acquire reading comprehension in all subjects.</p>	<p>To improve ELLs vocabulary and writing. Students will utilize ACHIEVE3000 and Rosetta Stone software programs at least three times a</p>	<p>Teachers</p> <p>2. ESOL Coordinator</p> <p>4. Leadership Team</p>	<p>ESOL Coordinator/Teacher Conference to discuss students' academic needs and improvements.</p> <p>* ESOL Coordinator /Administration</p>	<p>Teacher observation and feedback to support academic improvement.</p>

1	Family preference to speak native language at home or with friends.	week. These programs will be used in combination with the mandated ESOL textbooks.	5. Administration 6. Principal	Conference to discuss instructional staff support and resources.	*Teacher-made Tests, Software evaluations, Chapter/Unit Textbook.
	Cultural lack of motivation to engage in the new culture.	ELL teachers will monitor student's performance bi-weekly.		*Classroom Walk-throughs to observe/assess/recommend changes or support academic process.	*Data Chats to monitor students' academic needs.
	Lack of confidence by new citizens to try to speak the language.	Reports on students' progress will be utilized to implement or change strategies and lessons		2011-12 CELLA & IPT. ACHIEVE3000 and Rosetta Stone pre-tests and post test results will be analyzed	*Direct results of CELLA, IPT
	Lack of traditional schooling in their home country.	Mini-lesson and other methods will target students' individual needs.			*Achieve 3000 and Rosetta

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the number of students scoring level 3 by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of the students are currently performing at a level 3.	Number of students scoring level 3 will increase by 8%.

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 3 students are grouped with level 1 & 2 students. Due to this type of scheduling the teachers may find it difficult to provide students with differentiation and rigor while delivering classroom instruction. Level 3 students may not feel challenged in class and may lose motivation.	<ol style="list-style-type: none"> Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. Utilize the district pacing guides and online textbook resources to support direct instruction by identifying weekly benchmarks and administering assessments aligned with the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS). Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum. Incorporate the use of technology (Compass Odyssey, Symphony Math, Understanding Math and Gizmos) into the curriculum. 	<p>Mark Howard Assistant principal</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p>	<ol style="list-style-type: none"> 1-Observations 2. Data Chats 3. Professional Learning Community (PLC) Meetings 	<ol style="list-style-type: none"> 1. Math FCAT 2. Algebra End of Course (EOC) Exam 3. Teacher-made/District Assessments 4. Student Progress Report
2	Lack of student awareness on academic progress.	<ol style="list-style-type: none"> Conduct data chats with students and teachers. Virtual Counselor Student Data Scavenger Hunt. 	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p>	<ol style="list-style-type: none"> 1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 	<ol style="list-style-type: none"> 1. Data Chat Logs 2. Student Self Assessment

			Leadership Team	3. Teachers will conduct data chats with students each quarter.	
--	--	--	-----------------	---	--

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 mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the number of students achieving level 4 and 5 by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% [1] of the students are currently performing at or above a level 4 and 5.	7% of the students will perform at a level 4 or 5 by 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 students front-loaded with the basics math skills needed in order to perform at a level 4 or 5.	1. Integrate differentiated instruction using the 8- Step Instructional Process and Marzano's High Yield Strategies. 2. Explain and illustrate the use of mathematical terms and concepts; make connections to use of terms in everyday application and language. 3. Utilize the district pacing guide/ IFC to	Renee Hudson (Math Coach) Math Teachers	1. CWT 2. Data Chats 3. PLC Meetings	1. District Math BAT Assessment 2. Mini-Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exam 6. Geometry End of Course (EOC) Exams

1		<p>support direct instruction by identifying weekly benchmarks and administering mini-assessments aligned with NGSSS.</p> <p>4. Construct math tests, which incorporate real world applications at all levels of high order thinking skills.</p> <p>5. Utilize the APEX Learning System to assign higher-level math courses.</p> <p>6. Engage students in Algebra and Geometry End-of Course prep/remediation sessions.</p>			<p>7. Teacher-made Assessments</p> <p>8. Student Progress Reports</p>
2	Instruction lacks depth of rigor and relevance	<p>Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies.</p> <p>2. Construct math tests, which incorporate real world applications at all levels of high order thinking skills.</p>	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p> <p>Leadership Team</p>	<p>1. I-Observations</p> <p>2. Data Chats</p> <p>3. PLC Meetings</p>	<p>1. Math FCAT</p> <p>2. Algebra End of Course (EOC) Exam</p> <p>3. Teacher-made/District Assessments</p> <p>4. Student Progress Reports</p>

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 mathematics. Mathematics Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making learning gains by 10%.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students made learning gains.	In 2013 10% of students will demonstrate learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not utilize supplemental resources that are available to them to provide students with mathematical instruction.	1. Implementation of district pacing guide/IFC. 2. Understanding Math Program 3. Compass Odyssey 4. Continuous monitoring of student progress. 5. The use of visual organizers to cue important parts of concepts. 6. The Math Coach will be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional strategies, the use of graphic organizers, and other materials produced by research-based programs. 7. ACT Prep Courses 8. GED Prep Courses 9. Dimensions (Tabula Digita) Software 10. Utilize the APEX Learning System	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. CWT 2. Data Chats 3. PLC Meetings	1. District Math BAT Assessment 2. Mini-Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exam 6. Geometry End of Course (EOC) Exam 7. Teacher-made Assessments 8. Progress Reports 9. ACT Scores 10. GED Scores
2	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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

3b. Florida Alternate Assessment:
 Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percentage of math students in the lowest 25 percent making learning gains by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending Data	(Pending)% of math students in the lowest 25 percent will show 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	Teachers may not have an opportunity to cover all the standards outlined in the curriculum for the students to demonstrate learning gains and successfully pass the FCAT, and Algebra EOC during the 2012-2013 school year.the FCAT, Algebra and Geometry EOC during the 2011-2012 school year.	Utilize the district pacing guides. 2. Utilize Understanding Math, Compass Odyssey, Gizmos and Symphony Math programs weekly. 3. During common planning the math teachers will review items specifications and share best practices that will assist students with acquiring basic and higher level skills. 4. FCAT/Algebra End of Course (EOC) Prep/Remediation Sessions.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. i-Observations 2. Data Chats 3. PLC Meetings	1. Math FCAT 2. Algebra End of Course (EOC) Assessment. 3. Teacher-made/District Assessments 4. Progress Reports
2	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data.	1. Data Chat Logs 2. Student Self Assessment

			Leadership Team	3. Teachers will conduct data chats with students each semester.
--	--	--	-----------------	--

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%.	Middle School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase the percentage of students making learning gains by Increase the percentage of students making learning gains by 6 % in the White and Hispanic sub-groups. Increase the percentage of students making learning gains by 9 % for the Black sub-group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Whites: 80% (4 students) Blacks: 93% (212 Students) Hispanic: 94% (17 students)	White – 26% will make satisfactory progress Blacks: 16 % will make satisfactory progress Hispanics: 12% will make satisfactory progress 19 Expected performance Hispanic - 31 Expected performance Asian - 15

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not be familiar with or understand the issues that overwhelm students on a daily basis.	1. Modify student assignments and utilize computer-based programs. 2. Teachers will initiate parent contact and notify support staff (behavior specialist, guidance counselor, social worker, RTI, etc) excessive unexcused absences) 3. Continuously monitor student progress. 4. The Math Coach will be available daily to assist math teachers with helping students acquire basic and higher level skills, high yield instructional	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. I-Observation 2. Data Chats 3. RTI Meetings	1. Student Progress Report 2. RTI Follow-up 3. Math FCAT 4. Algebra End of Course (EOC) Exams 5. Teacher-made Assessments

		strategies, the use of graphic organizers, and other materials produced by research-based programs.			
2	Teachers may not be able to review all the tested benchmarks with their students prior to the end of the school year and state assessment.	<ol style="list-style-type: none"> 1. Model the use of metacognition (problem solving learning strategies). 2. Teach problem solving strategies. 3. Students will attend weekly Math Lab sessions to utilize the Understanding Math Software program. 4. Review NGSSS problems of the day to build and increase students mathematical background knowledge. 	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p>	<ol style="list-style-type: none"> 1.i-observation 2. Teacher Observation 3. PLC Meetings 4. Student-Teacher Conference 	<ol style="list-style-type: none"> 1. District Math BAT Assessment 2. Mini-BAT Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exam 6. Geometry End of Course (EOC) Exam 7. Teacher-made 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase the number of ELL students who demonstrate satisfactory progress in mathematics by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% (56 students) did not make satisfactory progress	10% of ELL AYP students will score proficient in math 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	Teachers may not be able to communicate effectively with their ELL students due to a language barrier.	<ol style="list-style-type: none"> 1. Word Wall Strategies 2. Utilize the district pacing guide/IFC 3. Compass Learning 4. Use of strategies from the ESOL Matrix to deliver instruction. 5. Algebra and Geometry EOC Prep/Remediation Sessions. 6. ACT Prep Sessions 7. Incorporate the use of visual organizers. 	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>(ESE Facilitator)</p> <p>(ESOL Coordinator)</p> <p>Math Teachers</p> <p>Leadership Team</p>	<ol style="list-style-type: none"> 1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester. 4.CWT's 5.PLC Meeting 6. Student-Teacher Conferencing 	<ol style="list-style-type: none"> 1. District Math BAT Assessment 2. Mini-Assessments 3. Lesson Study Plan 4. Math FCAT 5. Algebra End of Course (EOC) Exam 6. Geometry End of Course (EOC) Exam 7. Teacher-made Assessments 8. Student Self-Assessment 9. Data Chat Logs

					10. CELLA Test 11. IPT Test 12. Ongoing Alternative Assessments (STAR and GMADE) 13. ACT Scores
--	--	--	--	--	--

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	5% of Students with Disabilities will demonstrate satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (21 students) did not make satisfactory progress	19% of SWD AYP students will show proficiency in math.

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	The teacher's instructional style may not be engaging for all students. As a result, students may get distracted and go off task.	<ol style="list-style-type: none"> Teachers will attend PLC sessions to become familiar with best practices. Technology and manipulatives will be used to engage students and cement learning. Modifications will be made to lessons and assignments. Math teachers will attend PLC sessions to become familiar with best practices. Technology and manipulatives will be used to engage students and cement learning. The Math Coach will be available to assist and provide teachers with support in their classroom. 	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>(ESE Facilitator)</p> <p>(ESOL Coordinator)</p> <p>Herchella Baynes (Speech Language Pathologist)</p>	<ol style="list-style-type: none"> I-observation Teacher Peer Observations PLC Meetings Professional Development Days Data Chats 	<ol style="list-style-type: none"> Lesson Study Plan Math FCAT Algebra End of Course (EOC) Exam Teacher-made/District Assessments Student Self-Assessment

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

5E. Economically Disadvantaged students not making	
--	--

satisfactory progress in mathematics. Mathematics Goal #5E:	Increase the number of Economically Disadvantaged students making satisfactory progress by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (209 students) did not make satisfactory progress	16% of Economically disadvantaged AYP students will show proficiency in math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be placed in appropriate courses based on their achievement level.	<p>1. Assess struggling students using alternative assessments such as the GMADE.</p> <p>2. Based on the data obtained from the FCAT and alternative assessments along with recommendations from the math matrix, struggling students will be placed in Pre-Algebra, Informal Geometry or Liberal Arts courses.</p>	<p>Sherrie Portier (Guidance Director)</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p>	1. Review of Data student progress on a monthly basis.	<p>1. Math FCAT</p> <p>2. Algebra End of Course (EOC) Exam</p> <p>3. Teacher-made Assessments</p> <p>4. Alternative Assessments</p> <p>5. Math End of Course (EOC) Exam</p> <p>6. Geometry End of Course (EOC) Exam</p> <p>7. Teacher-made Assessments</p> <p>8. Student Self-Assessment</p> <p>9. Alternative Assessments (STAR Math and GMADE)</p>

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	Increase the number of students scoring level 3 by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6 students) scored level 3	10% of the students will score a level 3 as demonstrated by their mean scale score.

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	Multiple levels of student learners are grouped in each course	<p>1. Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies.</p> <p>2. Utilize the district pacing guides to support direct instruction and administer assessments aligned with Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS).</p> <p>3. Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum.</p> <p>4. Incorporate the use of technology into daily instruction (High School Compass Odyssey, Symphony Math, Gizmo's, Understanding Math, Resources from the Online Textbook and Math Wiki).</p> <p>5. Engage students in Algebra End-of Course (EOC) prep/remediation sessions.</p>	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p>	<p>1. i-Observations</p> <p>2. Data Chats</p> <p>3. Professional Learning Community (PLC) Meetings</p>	<p>1. Algebra End of Course (EOC) Exam</p> <p>2. Teacher-made/District Assessments</p> <p>3. Student Self-Assessment</p> <p>4. Student Progress Report</p>

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:	Increase the number of students achieving level 4 and 5 by 5%
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0] scored Level 4 or 5	5% of the students will perform at or above a level 4 or 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	Instruction lacks depth of rigor and relevance.	1. Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies. 2. Utilize the district pacing guides to support direct instruction and administer assessments aligned with Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS). 3. Engage students in Algebra End-of Course prep/remediation sessions. 4. Provide students with online learning activities that are academically challenging.	Renee Hudson (Math Coach) Mark Howard (Assistant Principal) Math Teachers	1. i-Observations 2. Data Chats 3. PLC Meetings	1. Algebra End of Course (EOC) Exam 2. Teacher-made/District Assessments 3. Student Progress Reports

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 # Every year students scoring a level 3 or higher will increase by 9%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	8% of the stude					

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:	Increase the percentage of students making satisfactory progress by 5 % in the White and Hispanic sub-groups. Increase the percentage of students making satisfactory progress by 9 % for the black subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Expected performance White - 26 Expected performance Black - 19 Expected performance Hispanic - 31 Expected performance Asian - 15

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not be familiar with or understand the issues that overwhelm students on a daily basis.	<ol style="list-style-type: none"> 1. Modify student assignments and utilize computer-based programs 2. Assign students to a mentor 3. Conduct Data Chats 	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	<ol style="list-style-type: none"> 1. i-Observation 2. Data Chats 3. RTI Meetings 	<ol style="list-style-type: none"> 1. Student Progress Report 2. Algebra End of Course (EOC) Exams 3. Teacher-made/District Assessments
2	Teachers may not be able to review all the tested benchmarks with their students prior to the end of the school year and state assessments.	<ol style="list-style-type: none"> 1. Modify student assignments and utilize computer-based programs. 2. Teachers will initiate parent contact and notify support staff (behavior specialist, guidance counselor, social worker, RTI, etc) of excessive unexcused absences. 3. Continuously monitor student progress. 	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) School Social Worker Behavior Specialist School Psychologist	<ol style="list-style-type: none"> 1. i-Observations 2. Data Chats 3. RTI Meetings 	<ol style="list-style-type: none"> 1. Student Progress Report 2. RTI Follow-up 3. Algebra End of Course (EOC) Exams 4. Teacher-made/District 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	5% of the Students with Disabilities will make satisfactory progress in Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Data not available	(Pending Data) of SWD AYP students will show proficiency in math
--------------------	--

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	The teacher's instructional style may not be engaging for all students	1. Teachers will attend PLC sessions to become familiar with best practices. 2. Technology and manipulatives will be used to engage students and cement learning. 3. Modifications will be made to lessons and assignments.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) ESE Facilitator ESOL Coordinator	1. i-Observation 2. Teacher Peer Observations 3. PLC Meetings 4. Professional Development Days 5. Data Chats	1. Algebra End of Course (EOC) Exam 2. Teacher-made/District Assessments 3. Student Self-Assessment
2	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the percentage of Economically Disadvantaged students making satisfactory progress in Algebra 1 by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	(Pending Data) of Economically disadvantaged AYP students will show proficiency in math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be placed in appropriate courses based on their achievement level.	1. Assess struggling students using an alternative assessment such as the GMADE. 2. Based on the data obtained from the FCAT and alternative assessments along with recommendations from the math matrix, struggling students will be placed in Pre-Algebra, Informal Geometry or Liberal Arts courses.	Sherrie Poitier (Guidance Director) Renee Hudson (Math Coach) Math Teachers	1. Review of Data student progress on a monthly basis	1. Algebra End of Course (EOC) Exam 2. Teacher-made/District Assessments 3. Alternative Assessments

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:	30% of the students will score a level 3 on the Geometry EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (7 Students) achieved Level 3	30% of the students will score at achievement level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Multiple levels of student learners are grouped in each course	<p>1. Integrate differentiated instruction using the Florida Continuous Improvement Model (FCIM) and Marzano's High Yield Strategies.</p> <p>2. Utilize the district pacing guides to support direct instruction and administer assessments aligned with Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS).</p> <p>3. Use test data to monitor student progress and areas needing re-teaching for continuous progress and provide accommodations and modifications to the curriculum.</p> <p>4. Incorporate the use of technology into daily instruction (High School Compass Odyssey, Symphony Math, Gizmo's, Understanding Math, Resources from the Online Textbook and Math Wiki).</p> <p>5. Engage students in Geometry End-of</p>	<p>Mark Howard (Assistant Principal)</p> <p>Renee Hudson (Math Coach)</p> <p>Math Teachers</p>	<p>1. i-Observation</p> <p>2. Data Chats</p> <p>3. Professional Learning Community (PLC) Meetings</p>	<p>1. Lesson Study Plan</p> <p>2. Geometry End of Course (EOC) Exam</p> <p>3. Teacher-made/District Assessments</p> <p>4. Student Self-Assessment</p> <p>5. Student Progress Report</p>

	Course (EOC) prep/remediation sessions.			
--	---	--	--	--

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 the number of students demonstrating level 4 and 5 proficiency to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) scored level 4 or 5	Increase the number of students achieving Level 4 and 5 proficiency to 6%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction lacks depth of rigor and relevance	1. Integrate differentiated instruction using the 8-Step Instructional Process and Marzano's High Yield Strategies. 2. Explain and illustrate the use of mathematical terms and concepts; make connections to use of terms in everyday application and language. 3. Utilize the district pacing guide/ IFC to support direct instruction by identifying assessed benchmarks and administering assessments aligned with NGSSS/CCSS 4. Construct math tests, which incorporate real world applications at all levels of high order thinking skills. 5. Engage students in Geometry End-of Course prep/remediation sessions.	Renee Hudson (Math Coach) Math Teachers	1. i-Observation 2. Data Chats 3. PLC Meetings	1. Lesson Study Plan 2. Geometry End of Course (EOC) Exam 3. Teacher-made/District Assessments 4. Student Progress Reports

Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Every year the number of students performing at level 3 or higher will increase by 5%. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Increase the percentage of students making satisfactory progress by 3 % for the Black sub-group.
---	--

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

Blacks: 73% (19 students) Whites: N/A Hispanics: N/A Indians: N/A Asians: N/A	Black : 30% White : N/A Hispanic: N/A Indians: N/A Asian: N/A performance Black - 19 Expected performance Hispanic - 31 Expected performance Asian – 15
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not be familiar with or understand the issues that overwhelm students on a daily basis	1. Modify student assignments and utilize computer-based programs. 2. Assign students to a mentor. 3. Conduct Data Chats	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. i-Observation 2. Data Chats 3. RTI Meetings	1. Student Progress Report 2. Geometry End of Course (EOC) Exams 3. Teacher-made/District Assessments
2	Teachers may not be able to review all the tested benchmarks with their students prior to the end of the school year and state assessment.	1. Modify student assignments and utilize computer-based programs. 2. Teachers will initiate parent contact and notify support staff (behavior specialist, guidance counselor, social worker, RTI, etc) of excessive unexcused absences. 3. Continuously monitor student progress	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) School Social Worker Behavior Specialist School Psychologist	1. i-Observation 2. Data Chats 3. RTI Meetings	1. Student Progress Report 2. RTI Follow-up 3. Geometry End of Course (EOC) Exams 4. Teacher-made/District Assessments
	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data	Mark Howard (Assistant Principal) Renee Hudson (Math Coach)	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet	1. Data Chat Logs 2. Student Self Assessment

3	Scavenger Hunt. 3. Peer-Observations	Math Teachers Leadership Team	with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.
---	---	----------------------------------	---

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:	25% of the ELL students will make satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4 students) ELL Learners did not make satisfactory progress	25% of the ELL AYP students will make satisfactory progress in Geometry 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	Both teachers and ELL students may not be able to communicate effectively with each other due to a language barrier.	1. Word Wall Strategies 2. Utilize the district pacing guide/IFC 3. Use of strategies from the ESOL Matrix to deliver instruction. 4. Geometry Prep/Remediation Sessions. 5. Incorporate the use of visual organizers. 6. Utilize technology in weekly instruction	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) ESE Facilitator ESOL Coordinator Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each quarter. 4.i-observation 5.PLC Meeting 6. Student-Teacher Conferencing	1. Lesson Study Plan 2. Geometry End of Course (EOC) Exam 3. Teacher-made/District Assessments 4. Student Self-Assessment 5. Data Chat Logs 6. CELLA Test 7. IPT Test 8. Alternative Assessments
2	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	50% of the Students with Disabilities will make
--	---

Geometry Goal #3D:	satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2 students) (SWD) did not make satisfactory progress in Geometry	50% of the ELL AYP students will make satisfactory progress in Geometry 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	The teacher's instructional style may not be engaging for all students	1. Teachers will attend PLC sessions to become familiar with best practices. 2. Technology and manipulatives will be used to engage students and cement learning. 3. Modifications will be made to lessons and assignments.	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) ESE Facilitator ESOL Coordinator	1. i-Observation 2. Teacher Peer Observations 3. PLC Meetings 4. Professional Development Days 5. Data Chats	1. Lesson Study Plan 2. Geometry End of Course (EOC) Exam 3. Teacher-made/District Assessments 4. Student Self-Assessment
2	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Increase the percentage of Economically Disadvantaged students making satisfactory progress in Geometry by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (17 students) did not make satisfactory progress in Geometry	30% of Economically disadvantaged AYP students will make satisfactory progress in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may not be placed in appropriate courses based on their achievement level.	1. Assess struggling students using an alternative assessment such as the GMADE. 2. Based on the data	Sherrie Poitier (Guidance Director) Renee Hudson (Math Coach)	1. Review of Data student progress on a monthly basis.	1. Geometry End of Course (EOC) Exam 2. Teacher-made/District

1		obtained from the FCAT and alternative assessments along with recommendations from the math matrix, struggling students will be placed in Pre-Algebra, Informal Geometry or Liberal Arts courses.	Math Teachers		Assessments 3. Alternative Assessments
2	Data chats are not facilitated frequently with the students.	1. Conduct data chats with students and teachers. 2. Virtual Counselor Student Data Scavenger Hunt. 3. Peer-Observations	Mark Howard (Assistant Principal) Renee Hudson (Math Coach) Math Teachers Leadership Team	1. Leadership Team will meet monthly to discuss school-wide data. 2. Math Coach will meet with math teachers to discuss student data. 3. Teachers will conduct data chats with students each semester.	1. Data Chat Logs 2. Student Self Assessment

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
The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum	7-12	PLC	All teachers	September 16, 2012 October 4, 2012 November 1, 2012 December 6, 2012 January 10, 2013 February 21, 2013 March 14, 2013 April 4, 2013	PLC binder will be maintained and will contain the following: a) Reflection Logs b) Agendas c) Handouts	PLC Facilitators
Symphony Math	7-12/Mathematics	PLC	Math Teachers	tba	TBA Teachers will monitor student progress on the program	Math Teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Formative Assessments	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School	\$1,000.00

Subtotal: \$1,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Understanding Math /Gizmos/Symphony Math Programs	A wireless laptop cart will be utilized to assist teachers with diagnosing and remediating students math skills: Understanding Math Plus, Gizmos and Symphony Math	School	\$10,000.00
TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.	school	\$2,500.00
			Subtotal: \$12,500.00

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: \$13,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 10% of all Grades 8 students meeting the DOE accountability rule will attain a Level 3 or higher on the Science FCAT. 80% of all students will achieve a "C" or higher while enrolled in science courses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the mean scale score for 8th grade students on the Science FCAT was 227. 4% (4) achieved a level 3 or above.	By June 2012, the mean scale score for students on the Science FCAT will increase by 25%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers do not utilize high interest manipulatives and materials during lesson presentation therefore students unmotivated.	Students will participate in hands-on enrichment to connect learning and relate	Katie Moncrief, Science Coach Science Teachers	jobobservation Lesson Plans Science Coach will have weekly communication with instructors.	Science FCAT Science Fair BAT Science Mini Assessments Teacher Made

1		<p>scientific thinking.</p> <p>EOC remediation</p>		<p>Administration will have monthly Data Chats with teachers and students.</p>	<p>Test Lab Report using the District template. Compass Odyssey remediation for Biology EOC.</p>
2	<p>Students experience difficulty grasping the abstract/inquiry based concepts of the science curriculum.</p>	<p>Scientific Thinking benchmarks will be interwoven into daily instruction.</p> <p>Students will participate in hands-on enrichment and computer based learning to connect learning and relate scientific thinking.</p> <p>Teachers will demonstrate ways that science relates to everyday life experiences.</p> <p>Student comprehension of science concepts will be increased through the use of guest speakers and field trips. activities.</p> <p>Scientific Thinking benchmark will be interwoven into daily instruction.</p> <p>Students will participate in hands-on enrichment to connect learning and relate scientific thinking.</p> <p>Teachers will develop higher order test questions that align to science test item specifications.</p> <p>Teachers will participate in test specs training.</p> <p>Teachers will demonstrate ways that science relates to everyday life experiences.</p> <p>Student motivation in science will be increased through the use of guest speakers.</p>	<p>Science Department Chair/Coach Science Teacher Science Administrator</p>	<p>iObservation Lesson Plans Science Coach will have weekly communication with instructors. Administration will have monthly Data Chats with teachers and students.</p>	<p>Science FCAT Biology EOC BAT Science Mini Assessments Teacher Made Test Lab Report using the District template Compass Odyssey remediation for Biology EOC Compass Odyssey remediation for Biology EOC.</p>
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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.		By June 2012, the mean scale score for grade 8 students on the Science FCAT will increase by 10%.By June 2012, 60% of the students taking the Biology EOC will attain a passing score.			
Science Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011, 4% (4) of 8th graders achieved a level 3 or above on the science FCAT. 0% (0) achieved a level 4 or above. 0% (0) of the 11 grade students scored a level 4 or above.		By June 2012, the mean scale score for grade 8 students on the Science FCAT will increase by 10%.By June 2012, 60% of the students taking the Biology EOC will attain a passing score.			
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
	Previous science instruction has not exposed students to facets of science that would motivate and engage them.	Teachers will provide a culturally responsive classroom that places emphasis on hands on activities. Biology EOC remediation (via Compass Odyssey) will be used as bell ringers and remediation activities. Teachers will accommodate varying learning styles through the integration of differentiated classroom instructional strategies. Teachers will demonstrate how science is infused in all aspects of everyday	Katie Moncrief, Science Coach Science Teachers Administration	Observations by Administrators (CWT) Review of lesson plans Test data from common Assessments Administration will have monthly Data Chats with teachers and students. Science Coach will have weekly communication with teachers. Create and monitor the effective use of lab schedules.	FCAT (Grade 8) Biology EOC BAT Science Mini Assessments Teacher Made Test Lab Report using the District template Compass Odyssey remediation for Biology EOC

1		<p>life.</p> <p>Teachers will utilize vocabulary development strategies such as word walls and graphic organizers to increase vocabulary attainment.</p> <p>Teachers will measure the progress of all students through the use of data collected from district provided assessments. differentiated classroom instructional strategies.</p> <p>Teachers will demonstrate how science is infused in all aspects of everyday life.</p> <p>Teachers will utilize vocabulary development strategies such as word walls and graphic organizers to increase vocabulary attainment.</p> <p>Teachers will measure the progress of all students through the use of data collected from district provided assessments.</p>				
2	<p>Teachers do not cover required labs during classroom instruction due to lack of instruction time.</p>	<p>Teachers will provide a culturally responsive classroom that places emphasis on hands on activities.</p> <p>Biology EOC remediation (via Compass Odyssey) will be used as bell ringers and remediation activities.</p> <p>Teachers will accommodate varying learning styles through the integration of differentiated classroom instructional strategies.</p> <p>Teachers will demonstrate how science is infused in all aspects of everyday life.</p> <p>Teachers will utilize vocabulary development strategies such as word walls and graphic organizers to increase vocabulary attainment.</p> <p>Teachers will measure</p>	<p>Administrators Science department chair Science Coach Science Teachers</p>	<p>2.1. Observations by Administrators (CWT) Review of lesson plans Test data from common Assessments Administration will have monthly Data Chats with teachers and students. Science Coach will have weekly communication with teachers. Create and monitor the effective use of lab schedules.</p>	<p>FCAT (Grade 8) Biology EOC BAT Science Mini Assessments Teacher Made Test Lab Report using the District template Compass Odyssey remediation for Biology EOC</p>	

	the progress of all students through the use of data collected from district provided 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring
		Process Used to Determine Effectiveness of Strategy
		Evaluation Tool
No Data Submitted		

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring
		Process Used to Determine Effectiveness of Strategy
		Evaluation Tool
No Data Submitted		

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

areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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.		45% of all students enrolled in Biology will receive a passing score on the Biology EOC.			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
The mean scale score for students taking the Biology EOC was 34. 13% (8) of the students tested scored a level 2. 0% (0) of the students scored a level 3 or above.		By June 2013, the mean scale score for students on the Biology EOC will increase by 25%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Previous science instruction has not exposed students to facets of science that would motivate and engage them.	Biology EOC remediation materials will be used as bell ringers. The science resource teacher/coach will provide push in and pullout remediation activities. Scientific Thinking benchmarks will be interwoven into daily instruction. Students will participate in hands-on enrichment	Science Department Chair/Coach Science Teacher Science Administrator Guidance Counselor Family Counselor RTI team	I-Observation Lesson Plans Science Coach will have weekly communication with instructors. Administration will have monthly Data Chats with teachers and students.	Biology EOC BAT Science Mini Assessments Teacher Made Test Lab Report using the District template

1		<p>and computer based learning to connect learning and relate scientific thinking.</p> <p>Teachers will demonstrate ways that science relates to everyday life experiences.</p> <p>Student comprehension of science concepts will be increased through the use of guest speakers and field trips.</p> <p>Teachers will accommodate varying learning styles through the integration of differentiated classroom instructional strategies.</p> <p>Teachers will utilize vocabulary development strategies such as word walls and graphic organizers to increase vocabulary attainment.</p>			
2	Students have poor class attendance	<p>Science teachers will contact the parents of students with poor attendance.</p> <p>Science teachers will notify the guidance counselor/family counselor of students with poor attendance.</p> <p>Students with poor attendance will be referred to RTI.</p>	<p>Science Department Chair/Coach Science Teacher Science Administrator Guidance Counselor Family Counselor RTI team</p>	<p>Parent Contact Logs Science Coach will have weekly communication with instructors.</p>	<p>Parent Contact Logs RTI referrals Guidance/Family Counselor referrals.</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Increase number of students scoring 4 or 5 on biology EOC by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students achieved level 4 or 5	5% of students taking the biology EOC will achieve Level 4 or 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
Previous science	Biology EOC	Science	Science	Biology EOC

<p>instruction has not exposed students to facets of science that would motivate and engage them.</p>	<p>remediation materials will be used as bell ringers. The science resource teacher/coach will provide push in and pullout remediation activities.</p> <p>Scientific Thinking benchmarks will be interwoven into daily instruction.</p> <p>Students will participate in hands-on enrichment and computer based learning to connect learning and relate scientific thinking.</p> <p>Teachers will demonstrate ways that science relates to everyday life experiences.</p> <p>Student comprehension of science concepts will be increased through the use of guest speakers and field trips.</p> <p>Teachers will accommodate varying learning styles through the integration of differentiated classroom instructional strategies.</p> <p>Biology EOC remediation materials will be used as bell ringers. The science resource teacher/coach will provide push in and pullout remediation activities.</p> <p>Scientific Thinking benchmarks will be interwoven into daily instruction.</p> <p>Students will participate in hands-on enrichment and computer based learning to connect learning and relate scientific thinking.</p> <p>Teachers will demonstrate ways that science relates to everyday life experiences.</p> <p>Student comprehension of</p>	<p>Department Chair/Coach Science Teacher Science Administrator</p> <p>Scientific Thinking benchmarks will be interwoven into daily instruction.</p> <p>Students will participate in hands-on enrichment and computer based learning to connect learning and relate scientific thinking.</p> <p>Teachers will demonstrate ways that science relates to everyday life experiences.</p> <p>Student comprehension of science concepts will be increased through the use of guest speakers and field trips.</p> <p>Teachers will accommodate varying learning styles through the integration of differentiated classroom instructional strategies.</p> <p>Teachers will utilize vocabulary development strategies such as word walls and graphic organizers to increase vocabulary attainment.</p>	<p>Department Chair/Coach Science Teacher Science Administrator</p>	<p>BAT Science Mini Assessments Teacher Made Test Lab Report using the District template</p>
---	--	--	---	--

		<p>science concepts will be increased through the use of guest speakers and field trips.</p> <p>Teachers will accommodate varying learning styles through the integration of differentiated classroom instructional strategies.</p> <p>Teachers will utilize vocabulary development strategies such as word walls and graphic organizers to increase vocabulary attainment.</p>		
--	--	---	--	--

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						

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
Increasing the use of interactive, inquiry based science	Gizmos/Explore Learning	accountability	\$1,500.00
Biology EOC Remediation	Compass Odyssey	accountability	\$300.00
			Subtotal: \$1,800.00
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

Required labs	District	\$900.00
		Subtotal: \$900.00
		Grand Total: \$2,700.00

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:	10% increase in Level 4 to 5 20% increase in Level 1 to 2
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% of 10th graders scored a level 4 or above. 67% of 8th graders scored a level 4 or above	50% of 10th graders will score a level 4 or above 75% of 8th graders will score a level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigorous secondary writing skill instruction for students.	1. Writing Across the Curriculum 2. All 8th and 10th grade students will participate in a writing camp (twice during the 2011-2012) on using FCAT instructional strategies to improve student scores. 3. District approved writing materials will be routinely used as part of the language arts and English curriculum.	1. Sternberg and Culver 2. Sternberg, Cancilla and McNish 3. Leadership Team.	1. 39% scored a 4.0 or higher on the Writing Essay portion. 2. FCAT writing scores will be used to determine success.	1. 2012 FCAT data and graduation rates. 2. Six-Traits Writing Rubric
2	Barriers to communication prevent understanding of the message, making writing ineffective.	All 8th and 10th grade students will participate in a writing camp; using FCAT instructional strategies to improve student scores.	Sydney Culver and Joan Sternberg	Immediate feedback and results of essay will determine effectiveness.	Writing camp scores.
3	. Lack of written expression, unable to relate to topic.	. District approved writing materials will be routinely used as part of the language arts and English curriculum.	. Sydney Culver and Joan Sternberg	Use of CCSS in order to increase the ability to write logical arguments.	FCAT writing results

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	10% increase in Level 4 to 5
--	------------------------------

2012 Current Level of Performance:	2013 Expected Level of Performance:
39% of 10th graders scored a level 4 or above. 67% of 8th graders scored a level 4 or above.	50% of 10th graders will score a level 4 or above 75% of 8th graders will score a level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Underdeveloped verbal vocabulary needed to progress to the next level.	Use of Vocabulary Strategies book in Reading	Sydney Culver, Joan Sternberg and Olga Wilson	Monitoring of vocabulary use within the context of a school period in Reading/English.	Weekly essay assessments
2	. Lack of written expression, unable to relate to topic.	. District approved writing materials will be routinely used as part of the Language Arts and English curriculum.	Sydney Culver and Joan Sternberg	Use of CCSS in order to increase the ability to write logical arguments.	FCAT writing results.
3	Grammar and Convention usage.	District approved writing materials will be routinely used as part of the language arts and English curriculum.	Sydney Culver and Joan Sternberg	Use of CCSS and reiteration of complex texts and its use in essay writing for higher levels (i.e. ACT)	FCAT writing results.

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
Incorporating Common Core Standards Throughout the Curriculum	8-12	PLC	School Wide	8/1/2012- 6/2013	I Observation PDD Portfolios	Content Area AP

Writing Budget:

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

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

End of Writing Goals

Civics 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 Civics.				
Civics Goal # 1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal # 2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics 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 Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, 87% of students will be in attendance during 2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
80% of students were in attendance regularly during the 2012-2013 school year.	87% of the students will be in attendance during the 2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
660 students had excessive absences in the 2013 school year.	Excessive student absences will decrease by 10%(594).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
293 students had excessive tardies in the 2013 school year.	Excessive tardies will decrease by 10% (263).

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Teacher expectations may be lower for economically disadvantaged students.	1.Student parents will be contacted and informed frequently of their child's attendance, four unexcused tardies or absences the parents will be required to report to the school for a parent conference. The administrative team will generate a "watch	1. Teachers, Guidance and support staff and administration. 2.Teachers ,the leadership team,curriculum specialist and guidance. 3.Behavioral specialist,Security,Administration and all other pertinent support staff.	1.Review of the students status per pinnacle 2. Class room walk throughs, assessments, FCAT and promotions; Monitoring attendance, grades and discipline reports. 3.All parent conferences and contact information	1.Documentation 2. Report cards, attendance and discipline reportsPromotions, Classroom Assessments and the FCAT exam 3.Terms and Pinnacle Data Base and the school phone tree

1		<p>list" at the mid-point of each semester and at the end of the first semester. The "watch list" will consist of students that are not making adequate progress towards grade progression (i.e. academic grades, attendance and discipline). Students on this list will meet with the appropriate administrator, guidance, teachers and parent or guardian and receive personalized attention and assistance in meeting the school and district's expectation for graduation</p> <p>2.Utilize culturally responsive teaching techniques to create a risk-free classroom environment that values all learners.</p> <p>3. Ensure that eligible students are aware of the school boundarys and school board policy in reference to attendance and tardiness; support staff will monitor bus assignments .</p>		will be documented in Terms/Pinnacle	
2	<p>2.Teachers may not present material in ways that appeal best to students' minds, resulting in decreased academics, behavior and attendance.</p>	<p>2.All seniors will be monitored bi-monthly by the Target Graduation Council addressing academic, behavior and attendance issues and enhanced students will the interventions to graduate.</p>	<p>2.Target Graduation Council, teachers and adminisration.</p>	<p>2.The council will review pinnacle and meet with the students twice a month reviewing , counseling and interpreting data to enhance student achievement.</p>	<p>2.Report cards, attendance and discipline reports and end of the year graduation rates.</p>

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Whiddon Rogers Education Center will decrease internal and external suspensions by 10% for the 2012/2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
149	190
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
160	200

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
150	175
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
200	225

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	School communication with parent/guardian.	Parents will be actively recruited to participate in school activities. Instructional personnel will initiate proactive methods of parent communication in an effort to reduce negative behavior.	Behavior Specialist Assistant Principal School Social Worker	Documented interventions, student conference, parent contacts, parent conferences and RTI referrals. 2.Reduction of external/internal suspensions and student behavioral referrals; increased student achievement. 3.Monitored by administration Referrals, internal and external suspensions	1.Terms 2.Pinnacle 3.Discipline Matrix
2	Lack of classroom Management	Teachers will utilize proactive discipline plan. Instructional personnel will practice CHAMP's.	Behavior Specialist Assistant Principal School Social Worker Department Chair	1.Documented interventions, student conference, parent contacts, parent conferences and RTI referrals. 2.Reduction of external/internal suspensions and student behavioral referrals; increased student achievement. 3.Monitored by administration Referrals, internal and external suspensions	1.Terms 2.Pinnacle 3.Discipline Matrix

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		By June of 2012, the drop out rate will be reduced by 5%.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
6.4%(18) students dropped out of school as measured by 2008-2009 DOE data.		By June 2012, the dropout rate will reduce by 5%.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
4.9%(14) students graduated as measured by 2008-2009 data.		By June 2012, the graduation rate will increase by 20%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		1.The administrative	1.Teachers, guidance	1.Regular monitoring of	1.Report cards,

1	<p>1.Years of negative student and staff relationships may cause a breach in academic education.</p>	<p>team will generate a “watch list”. The “watch list” will consist of students that are not making adequate progress towards grade progression (academic,behavior and attendance). Students on this list will meet with the appropriate administrator, guidance, teachers and parent or guardian and receive personalized attention and assistance in meeting the school and district's expectation for graduation</p> <p>2.Each member of the administrative team and other school leaders will mentor an identified "at risk" student on a regular basis to encourage and motivate student success.</p> <p>3.WREC has expanded and improved Prevention Programs to motivate, encourage and celebrate success of our students and improve student achievement.</p>	<p>counselors, the family counselor and support staff.</p> <p>2. Administration,Teachers, guidance counselor, family counselor and appropriate support staff.</p> <p>3.Administration, curriculum specialist and teachers.</p>	<p>student progress through scheduled reports and updates.</p> <p>2.Discussion with Administrative Team and other school leaders.</p> <p>3.Monitoring attendance, grades and discipline.</p>	<p>attendance and discipline reports.</p> <p>2.Overall school graduation rate data.</p> <p>3.Report cards, attendance and discipline reports.</p>
2	<p>3. Due to teachers inability to understand the latest issues in academic and behavioral trends, some students may lose interest in school or become academically deficient.</p>	<p>3.students will be referred to RTI , school counselors, mentoring groups and other student support programs.</p>	<p>3.Target Graduation council, Response to Intervention committee,guidance counselors,teachers and administrators</p>	<p>3.Meeting with students and their parents/guardians on a consistent basis. Monitoring attendance , behavior and academics.</p>	<p>Attendance reports, reports cards , testing assessments and graduation data.</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing Academic Rigor Across the Content Area.	7-12	Sydney Culver	School Wide	professional study days	data Logs	administration

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 contacts will increase by 10%; teachers and staff will contact parents quarterly a minimal of two documented interventions per quarter in reference to student attendance, behavior, academic and testing status.			
Parent Involvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Terms: pinnacle and improved parent proactive documentation for student achievement.(481)		A improved parent proactive documentation system for student achievement(529)			
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 engaging activities to attract parent involvement	<p>Provide parents with stimulating and engaging topics of interest.</p> <p>Allow parents to actively participate on school committees.</p> <p>Schedule monthly activities and night to allow parent participation</p> <p>Will utilize communication links such as flyers, Parentlink, school website, the school marquee, electronic newsletter, email, and phone calls to improve parent contact</p> <p>3. Parents will be involved in the Target Graduation counsel, Response to Intervention sessions and other meetings with teachers, guidance counselors and other school support staff.</p>	<p>Principal Assistant Principal School Social Worker Behavior Specialist SAC Chair</p> <p>3. Target Graduation Council, Response To Intervention Committee, guidance counselors, teachers and administrators.</p>	<p>Will review parent interest survey and provide feedback. Monitor parent contact links.</p> <p>Monitor parent contact links</p> <p>Staff will monitor communication of current events forwarded to parents</p> <p>Staff will document meetings and conversations with parents on terms.</p>	<p>1. Parent Survey 2. Quality assurance survey, terms and Pinnacle. 3. School survey, parent conferences, parent contacts and sign in sheets</p>
---	---	---	--	---	---

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
Effective communication with parents	6-12	Behavior Specialist School Social Worker	School Wide		Analyze parent surveys and attendance logs	Principal/Assistant

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent PDD –What does your child need to graduate?		SAC	\$500.00
			Subtotal: \$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: \$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:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Novel Study	To increase students independent and application of reading skills and strategies	School	\$3,000.00
Reading	Ten-Steps To Improving/Advancing Skill and Vocabulary Workbook	Instructional Materials needed for student instructional.	School	\$3,000.00
Mathematics	Formative Assessments	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School	\$1,000.00
Parent Involvement	Parent PDD –What does your child need to graduate?		SAC	\$500.00
				Subtotal: \$7,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Wireless Cart	Reading programs and software	School	\$40,000.00
Reading	Rosetta Stone	Reading and Language instruction, practice, and application.	school	\$20,000.00
Reading	Achieve 3000	Reading instruction, practice, and application.	district	\$10,000.00
Mathematics	Understanding Math /Gizmos/Symphony Math Programs	A wireless laptop cart will be utilized to assist teachers with diagnosing and remediating students math skills: Understanding Math Plus, Gizmos and Symphony Math	School	\$10,000.00
Mathematics	TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.	school	\$2,500.00
Science	Increasing the use of interactive, inquiry based science	Gizmos/Explore Learning	accountability	\$1,500.00
Science	Biology EOC Remediation	Compass Odyssey	accountability	\$300.00
				Subtotal: \$84,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	PDD/PLC	Technology, Resource materials	School	\$2,000.00
Reading	Common Core Standards	To train staff on to accept online standards and utilize standard for lesson planning and delivery	School	\$2,000.00
				Subtotal: \$4,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Newsletter Teen Food and Health	Reading materials for teens to better prepare students mentally and physically for learning.	school	\$1,000.00
Reading	Physical/Health Activities	Physical activities items/Healthy Eating resources to create and demonstrate.	school	\$1,000.00
Science	Required labs		District	\$900.00
				Subtotal: \$2,900.00
				Grand Total: \$98,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found