FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: VERNON HIGH SCHOOL

District Name: Washington

Principal: Brian Riviere

SAC Chair: Leonard Dean

Superintendent: Dr. Sandra Cook

Date of School Board Approval: October 9, 2012

Last Modified on: 10/3/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Brian Riviere	BS Degree, Elementary Education, MS degree, Elementary Education	3	5	Principal of VHS in 2011-12- Grade: Pending; Reading Mastery: 40%, Math Mastery: 62%; 61 reading gains for the bottom quartile, and 58 learning gains in math bottom quartile. Principal of VHS in 2010-2011: Grade: B, Reading Mastery: 40%, Math Mastery: 86%, Science Mastery: 51%, Writing Mastery: 79%, 51% made learning gains in reading, 80% made learning gains in math, 50% of lowest quartile made learning gains in reading, 67% of lowest quartile made learning gains in math. AP of VHS in Nov 2009-2010: Grade: C, Reading Mastery: 47%, Math Mastery: 71%, Science Mastery: 39%, Writing Mastery: 83%, 47% made learning gains in reading, 74% made learning gains in math, 29% of lowest quartile made learning gains in reading, 49% of lowest quartile made learning gains in math, AYP: 72%, Black and SWD did not make AYP in reading, math or science. Jul 2008- Nov 2009: Chipley High School

					Grade: D, C
Assis Principal	Nancy Holley	EDS degree, Educational Leadership; MS degree, Elementary Education; BA degree, Elementary Education	2	4	AP of VHS in 2011-12- Grade: Pending; Reading Mastery: 40%, Math Mastery: 62%; 61 reading gains for the bottom quartile, and 58 learning gains in math bottom quartile. AP of VHS in Nov 2010-2011: Grade: pending, Reading Mastery: 40%, Math Mastery: 86%, Science Mastery: 51%, Writing Mastery: 79%, 51% made learning gains in reading, 80% made learning gains in math, 50% of lowest quartile made learning gains in reading, 67% of lowest quartile made learning gains in math. 2002-2003 Eighth Street Elementary (A) 2000-2002 Dr. N.H. Jones Elementary (A,A)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lisa Taylor	BS degree, Social Sciences/ Reading Endorsement, English Middle Grades	9	3	2010-2011: Vernon High School Grade: pending, Reading Mastery: 40%, Math Mastery: 86%, Science Mastery: 51%, Writing Mastery: 79%, 51% made learning gains in reading, 80% made learning gains in math, 50% of lowest quartile made learning gains in reading, 67% of lowest quartile made learning gains in math. 2009-2010 Vernon High School Grade: C, 47% meeting high standards in reading, 71% meeting high standards in math, 39% meeting high standards in science, 83% meeting high standards in writing, 47% made learning gains in reading, 74% made learning gains in math, 29% of lowest quartile made learning gains in reading, 49% of lowest quartile made learning gains in math 2008-2009 Vernon High School (D)
Math/ Science	Lajuana Malloy	BA in Elementary Ed, Masters in Reading/Language Arts	1	1	First year, no prior data.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Maintain regular communication and contact with new teachers.	Principal	on-going	
2	2. Partner new teachers with veteran staff through the county's TIP mentoring program.	Assistant Principal	on-going	
3	3. Solicit referrals from current employees.	Principal	N/A	Referral box in main office; regular announcements made at September, December, and March faculty meetings
4	4. In order to maintain high quality instructors we offer professional development to further enhance instruction.	Assistant Principal	on-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
30	3.3%(1)	43.3%(13)	20.0%(6)	33.3%(10)	20.0%(6)	100.0%(30)	30.0%(9)	0.0%(0)	20.0%(6)

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
Alan Hambright	Lindy Acuff	Science personnel and pairing a new teacher with a more experienced teacher.	Regular meetings to discuss the 8 compentency areas of the county's New Teacher Induction Program, Classroom performance observations, and completion of the required trainings and materials.
Nancy Holley	Sarah Strickland	Administrative personnel and pairing a new guidance counselor with a more experienced administrator.	Regular meetings to discuss the 8 compentency areas of the county's New Teacher Induction Program, Classroom performance observations, and completion of the required trainings and materials.

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

Professional development, parent involvement, improving student achievement with staff, materials and supplies

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Professional development

Title III

N/A

Title X- Homeless

Not a subgrantee. Provides services to homeless and unaccompanied youth through Title I, part A.

Supplemental Academic Instruction (SAI)

Staff hiring

Violence Prevention Programs

N/A

Nutrition Programs

Participation in National Food and Nutrition Program

Housing Programs

N/A

Head Start

Preparing students for entering into the school system.

Adult Education

Provided at the Washington-Holmes Technical Center.

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.

Brian Rivere, Principal: Provides common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of school staff, ensures implementation of federal, state and district guidelines, provides opportunity for adequate professional development and support, communicates with parents, students and stakeholders

Nancy Holley, Assistant Principal: Manages the implementation of RtI at the school level, supports implementation of federal, state and district guidelines, assists in providing professional development and support, ensures communication between team members and stakeholders is open and timely

Sarah Strickland, Guidance: facilitates and supports data collection activities; assists in data analysis; supports the implementation of Teir 1, Tier 2, and Tier 3 intervention plans

Lisa Taylor, Literacy Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention strategies,
identifies systematic patterns of student need, assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring

Bobbi Pinkston, English Department; Niki Seley, Math Department; Sabrina Woods, Science Department; Monica Rehberg, ESE Department; General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Teir 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 with Tiers 2 and 3 instruction and materials

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to ensure every students' individual educational needs and bring out the best in our school, our teachers, and in our students?

The RtI Leadership Team will meet once a month throughout the year to engage in the following activities:
Review screening data and connect to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are meeting /exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI leadership team is directly involved in developing and implementing the school improvement plan. The team provided data on: Teir 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction; facilitated the develop of a systematic approach to reading; and aligned processes and procedures.

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: Progress Monitoring and Reporting Network (FAIR), Write Score, most recent data from FCAT 2.0 and EOCs, and Discovery Education in Math and Science.
Progress Monitoring: FAIR, FCAT Simulation (Florida Achieves, FCAT Explorer, Read 180)
Midyear: : FAIR, Write Score, Florida Writes, and Discovery Education in Math and Science
End of Year: FAIR, Write Score, Discovery Education, FCAT 2.0 and EOCs, District Baseline Assessments

Our District Data System, Dashboard, provides a universal source for teachers, administrators, and stakeholders to access most of the above listed data.

Describe the plan to train staff on MTSS.

A county-wide inservice designed to educate all district staff on the purpose and expectations of RtI was provided in 2009-2010. Follow-up professional development will be provided during teachers' common planning time and small sessions will occur throughout the current year.

The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

The team will participate in professional development opportunities as they become available by the state and/or district. The team will be monitored by the administration and the district will provide additional support as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Brian Riviere - Principal
Nancy Holley - Assistant Principal

Sarah Strickland - Guidance
Lisa Taylor - Literacy Coach
Sally Brock - English Teacher
Rachel Thomas - Reading Teacher
Charles Brown - Social Studies Teacher
Dyann Seldon - Math Teacher
Donna Keith - Science Teacher
Melba Harcus -- Career/Technical Teacher
Monica Rehberg - ESE Teacher

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

The Reading Leadership team will support reading instruction for the entire school by disaggregating data to help drive the reading curriculum, participating in professional development areas of need, and reporting back to their departments for follow up. The team will serve as leaders for the school community in the area of reading by promoting student achievement programs. The LLT will meet once a month to do professional development on Common Core Standards, using a common core focus calendar that was developed by the Literacy Coach. The LLT members will then return to their corresponding departments to share the PD with their team members.

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

The Reading Leadership Team will be focused on targeting AYP subgroups who were not proficient the previous year. This subgroup includes economically disadvantaged students. The team will also target bubble students, as well as CAR-PD students. The LLT's major initiative will include components from Common Core. The timeline is as follows: August/September will include an overview of CCS – timeline, resources, introductory activity (unpacking the standards); October will cover text-complexity and close reading; November will cover strategies for responses (write-discuss-share and text-based questions); December/January: Text Exemplar Implementation; February – Developing a common writing rubric for short and extended responses; March-May – action planning for next year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

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.

Every teacher will serve on a minimum of one school-wide reading initiative team. I.E. Literacy Leadership Team, Response to Intervention Team, Kagan Cooperative Learning Team, Spring Board Team, Advanced Placement Teacher Team, and/or grade level team.

*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?

The Project Lead The Way high school STEM education programs provide the inspiration for a new generation of innovators, the practical skills and hands-on experience to make students' knowledge count in the real world, and the basis for the next generation of leadership in the sciences, technology, engineering, and mathematics.

PLTW develops motivated, well-rounded students by instilling confidence, stressing the importance of self-discovery, encouraging innovative problem solving and critical thinking, teaching team building, and rewarding creativity.

Students will develop skills essential for achievement in the classroom and success in college and at work.

While students in the classroom are the main focus of Project Lead The Way (PLTW) STEM education programs, the teachers and educators who implement, oversee, and use these programs every day are an integral part of PLTW's growth and success. VHS offers courses in engineering and biomedical sciences for all students throughout their high school career.

Agriculture program

Business program,

CTE courses lead to industry certification in computer programming.

All 9th and 10th grade students will take the Spring Board program written by the College Board. Students who excel will move forward to Advanced Placement instruction. Students who do not excel or make learning gains may be placed into an intensive reading program.

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

ePEP for students
facts.org

VHS offers a Teacher Advising Program during homeroom for 10 minutes daily this allows time for teachers to get to know specifics about their homeroom students and let them know the advantages of being involved in Project Lead the Way, Microsoft Office Certification, Spring Board, and Advanced Placement courses.

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

We will encourage students to take AP/Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their post secondary plans. This will include sharing information and requirements to become eligible for Bright Futures/Take Stock in Children/Gold Seal. During common planning, teachers will review charts tracking graduation requirements and Bright Futures/Take Stock in Children/Gold Seal requirements and intervene as necessary.

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:	Students scoring at a L3 will be pushed to move to a L4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 17% (59) of students scored a level 3 in reading.	A minimum of 50% of students will meet high standards in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all teachers on the faculty will have been trained using the CIS model from NG-CARPD.	All teachers at Vernon High School will incorporate higher levels of text complexity and/or close reading strategies to help improve reading across the content areas and push level 3 students to a level 4 or 5 on FCAT 2.0	Principal	Formative assessments such as teacher made tests and progress monitoring tools such as FCAT Testmaker Pro.	Summative Assessments such as FAIR, Discovery Education Testing, and FCAT 2.0
2	Not all teachers have been trained in Kagan Cooperative Learning.	Teachers at Vernon High School will incorporate cooperative learning strategies into their curriculum through the use of Kagan structures.	Principal	Reading Coach and Instructional Coach observations.	Student data reports: report card for academic measures, attendance reports and referral reports for behavior, and testing data from FCAT, FAIR, and Discovery Ed.
3	The major anticipated barriers are poor student attendance and low socio-economic status.	Reading strategies will be implemented in content area classes through reading endorsed, CAR-PD teachers, and NGCAR-PD.	Brian Riviere,Principal	Progress monitoring will take place following the reading focus calendar and at set state intervals three times a year.	Florida Achieves, Think-Link, FCAT Test Maker, and FAIR will be used to evaluate student progress.
4	Lack of pre-requisite knowledge.	Intensive Instruction through AP Springboard.	Principal	Progress Monitoring through FAIR.	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at levels 4,5, or 6 on the FL Alt. Assessment will be receiving extra reading help/strategies needed to obtain a higher level through the use of Failure Free Reading, Intensive/Direct Reading and Competency Based Units (LCCE).
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (1)	100%

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 pre-requisite skills necessary to meet reading goals.	Teachers will incorporate higher levels of text complexity and/or close reading strategies to help improve reading across the content areas.	Principal	Progress Monitoring	FL Alternative Assessment
2	Failure Free and Competency Based Units have to be reviewed every day to achieve some knowledge of daily living skills. Some materials need to be modified in order to accommodate each student's learning ability.	The Reading Coach and Special Education teachers will discuss what materials are needed in order to meet each student's needs and to be able to assist them academically.	Principal	Collaboration	FL Alternative Assessmnet

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving a L4 on the FCAT 2.0 will be pushed to achieve a L5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 12%(51) of students scored at a Level 4 on reading.	Fifty percent of students will achieve above proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New faculty - may not have yet been trained in the CIS Instructional model from NGCAR-PD.	Teachers will incorporate higher levels of complex texts in their classroom to challenge students.	Principal	Progress Monitoring: FAIR, FCAT Testmaker Pro, Teacher Assessments	FCAT 2.0 and/or EOC Exams
2	The anticipated barrier in achieving this goal is maintaining a a high level of student enrollment in AP and college courses.	An increased number of AP courses will be offered. Students will dual enroll at local colleges. On-line courses by the Florida Virtual School will be offered to students.	Brian Riviere,Principal	On-going progress monitoring will be conducted throughout the year.	ACT, SAT, FAIR, CPT, and Document-Based Essays will be used to monitor student progress.
3	Lack of pre-requisite knowledge.	AP Springboard will be incorporated in the English classrooms.	Principal	Progress Monitoring through program and state assessment such as FAIR.	FCAT 2.0, ACT, SAT, and CPT.

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:	Students achieving a Level 7 on the FL. Alternative Assessment will be receiving extra reading strategies needed to obtain a higher level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	50% of Alternately assessed students will receive above a Level 7 on the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	Students will be challenged with more complex reading materials through direct reading instruction.	Principal	Progress Monitoring through FAIR and teacher made assessments.	FL Alternative Assessment
2	Failure Free requires basic computer knowledge and skills which the students will not have had.	Provide a higher base of competency skills and a higher level of employability/life skills questioning, to include every day reading passages such as newspapers, application forms, menus, and checks.	Principal	Collaboration	Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students who made a learning gain in 2012 on the FCAT reading will be challenged to gain one or more levels through the use of highly complex texts and/or programs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty percent (145) of students made learning gains on the 2011 FCAT reading test.	Seventy percent of students will make a learning gain.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student motivation, teacher training	These students will be challenged through Kagan Cooperative Learning Strategies.	Principal	Reading Coach and Instructional Coach observations.	Student data from: behavior reports (report cards) and attendance Academic data from: FCAT 2.0 and progress monitoring from FAIR.
2	student motivation, teacher training	These students will be challenged through Kagan Cooperative Learning Strategies.	Principal	Reading Coach and Instructional Coach observations.	Student data from: behavior reports (report cards) and attendance Academic data from: FCAT 2.0 and progress

					monitoring from FAIR.
3	student motivation, teacher training	These students will be challenged through Kagan Cooperative Learning Strategies.	Principal	Reading Coach and Instructional Coach observations.	Student data from: behavior reports (report cards) and attendance Academic data from: FCAT 2.0 and progress monitoring from FAIR.
4	student motivation, teacher training	These students will be challenged through Kagan Cooperative Learning Strategies.	Principal	Reading Coach and Instructional Coach observations.	Student data from: behavior reports (report cards) and attendance Academic data from: FCAT 2.0 and progress monitoring from FAIR.
5	student motivation, teacher training	These students will be challenged through Kagan Cooperative Learning Strategies.	Principal	Reading Coach and Instructional Coach observations.	Student data from: behavior reports (report cards) and attendance Academic data from: FCAT 2.0 and progress monitoring from FAIR.
6	Students may struggle with highly complex texts.	Kagan strategies will be used schoolwide to promote interactive reading activities.	Brian Riviere, Principal	Data notebooks and on-going professional development will determine the effectiveness of our differentiated instruction.	FAIR, Think-Link, Plugged-In to Reading, Failure Free Reading, Florida Achieves, and teacher produced assessments will progress monitor student performance.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The students making learning gains on the FL ALT Assessment will continue to be challenged through direct reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifty percent of students made a learning gain on the 2012 exam.	Fifty percent of students will make a learning gain.

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 pre-requisite knowledge	Students will be challenged through direct instruction in more complex reading strategies.	Principal	Progress Monitoring through FAIR and/or Discovery Education	FCAT 2.0 and EOC exams

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:	Students in the lowest 25% who made a learning gain in reading will continue to be challenged by highly complex programs in their English classrooms.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61 students in the bottom quartile made a learning gain in reading.	Seventy percent of students will make a learning gain in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation and/or study skills.	Support will be offered to teachers through the school Literacy Coach, the Literacy Leadership Team, and the Response to Intervention Team.	Principal	Literacy Coach mentoring and modeling, Administrative observations, District Reading Coach support	FCAT 2.0
2	Lack of pre-requisite knowledge	AP Springboard	Principal	Teacher observation and progress monitoring such as FAIR.	FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In six years will reduce their achievement gap by 60%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	10%	10%	10%	10%	10%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students will participate in challenging programs that promote high complexity texts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 41%, Black 67%, Hispanic 1%, Asian and American Indian N/A	Fifty percent of all ethnic subgroups will make adequate yearly progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of pre-requisite knowledge; student motivation	Students will be receive instruction in more highly complex texts and close reading strategies	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
	Student attendance,	Students will receive	Brian Riviere,	Data notebooks, CWTs,	FAIR, Think-Link,

2	insufficient exposure/comprehension to highly complex texts.	reading instruction through CAR-PD teachers, Reading Endorsed teachers, and Highly Qualified teachers.	Principal	and on-going progress monitoring.	Florida Achieves, FCAT Testmaker

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:	We have no ELL students at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We have no ELL students at this time.	We have no ELL students at this time.

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	N/A	N/A	N/A	N/A	N/A

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 who did not make satisfactory progress will receive reading support through a reading intervention class.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifteen percent of students with disabilities did not make satisfactory progress in reading.	The number of students with disabilities not making a learning gain in reading will reduce to 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of pre-requisite knowledge; poor attendance	Students will receive instruction in direct reading, highly complex texts, and close reading strategies.	Principal	Progress Monitoring through teacher assessments, FAIR, and/or Discovery Education Testing	FCAT 2.0 and EOC exams
2	Lack of pre-requisite knowledge with computer skills.	Failure Free Reading	Principal	Progress Monitoring through program, FAIR, and teacher evaluations	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students will receive reading support through intensive programs in English and/or Reading classes.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-two percent of economically disadvantaged students did not make a learning gain in reading.	Fifty percent of students will make a learning gain in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of pre-requisite knowledge	Students will receive instruction in high complexity texts.	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
2	Poor attendance	Students will receive instruction in Kagan Cooperative Learning strategies.	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
3	Anticipated barriers include lack of prerequisite knowledge and necessary study skills.	Professional development trainings will be offered to classroom teachers. Reading goals/strategies will be put in place for students. Differentiated instruction will be utilized.	Brian Riviere, principal	Kagan training, use of reading strategies by CAR-PD or reading endorsed teachers will be used.	FAIR, Think-Link, FCAT Test Maker, and Florida Achieves will be used to determine success.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Common Core Train the Trainer	9-12	FLDOE	Assistant Principal, Literacy Coach, Reading Teacher, Science Teacher	July 9-12	School Level Implementation	Assistant Principal
Complex Texts	9-12	Katie Moller	School-Wide	August 2	Epdc	Assistant Principal
Common Core Training	9-12	Lisa Taylor/Nancy Holley	School-Wide	August 10-17	Literacy Leadership Team	Reading Coach and Assistant Principal

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabu-lit	Consumable vocabulary books with Greek and Latin roots	Reading Allocation	$1,431.54
Spring Board	AP College Board	Reading Allocation	$5,133.70
			Subtotal: $6,565.24
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
Spring Board Training	Training by AP College Board	Title II	$440.00
Common Core Training	Training by FLDOE	FLDOE, Title II	$0.00
Nuts and Bolts	Training Symposium	Title II	$6,590.50
Text Complexity	Training by FLDOE	District	$1,220.00
			Subtotal: $8,250.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,815.74

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:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	
Problem-Solving Process to Increase Student Achievement	

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

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

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Students will be receiving extra math help/strategies needed to obtain a higher level through the use of manipulatives, flashcards, and one on one help with basic computation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [4]	100% [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	Students' inability to work independently for small periods of time.	Special education teachers will discuss what materials are needed in order to meet each student's needs and be able to assist them academically.	Special Education Teacher Principal	Collaboration between special education teachers	Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Students will be receiving basic algebraic thinking problems with support and extra time during the resource algebra class.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% [1]	33% [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
1	Students' lack of attendance and good health causes them to miss concepts key to understanding algebraic thinking and problem solving.	Special education teachers will discuss what materials/health care are needed in order to meet each student's needs and be able to assist them academically.	Special Education Teacher Principal	Collaboration between special education teachers	Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students	

making learning gains in mathematics. Mathematics Goal #3:	Students will continue to be challenged through the implementation of Kagan strategies and learning strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% [1]	100% [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	Students' inability to work independently for small periods of time and their lack of attendance and good health causes them to miss concepts key to understanding mathematical thinking and problem solving.	Professional development on alternate assessed students will be offered through the district at least once a year or as new instruments and evaluations are introduced.	Special Education Teacher Principal	Collaboration between special education teachers	Florida Alternate Assessment

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, (70%) of students taking Algebra I will earn credit by achieving a passing score on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (26)	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all teachers on the faculty will have been trained using the CIS model from NG-CARPD.	All teachers at Vernon High School will incorporate higher levels of text complexity and/or close reading strategies to help improve reading across the content areas and push level 3 students to a level 4 or 5 on FCAT 2.0	Principal	Formative assessments such as teacher made tests and progress monitoring tools such as FCAT Testmaker Pro.	Summative Assessments such as FAIR, Discovery Education Testing, and FCAT 2.0
	Not all teachers have been trained in Kagan Cooperative Learning.	Teachers at Vernon High School will incorporate cooperative learning	Principal	Reading Coach and Instructional Coach observations.	Student data reports: report card for academic

2		strategies into their curriculum through the use of Kagan structures.			measures, attendance reports and referral reports for behavior, and testing data from FCAT, FAIR, and Discovery Ed.
3	Areas of weakness in 2012 Algebra I EOC were Rationals/Radicals/Quadratics/Discrete Math (67%(51) students scored below proficiency. Functions/Linear Equations/Inequalities (61%(46) students scored below proficiency. Polynomials (61% scored below proficiency.	All students 9-12 will receive direct instruction in a math credit-earning course involving increased emphasis on critical thinking. Students who are struggling will be identified and targeted for supplemental instruction.	Principal	Quarterly progress monitoring	Evaluations will be conducted though classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 25% of students taking Algebra I EOC will earn credit by achieving a Level 4 or 5 on Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(2)	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New faculty - may not have yet been trained in the CIS Instructional model from NGCAR-PD.	Teachers will incorporate higher levels of complex texts in their classroom to challenge students.	Principal	Progress Monitoring: FAIR, FCAT Testmaker Pro, Teacher Assessments	FCAT 2.0 and/or EOC Exams
2	Areas of weakness in 2012 Algebra I EOC were Rationals/Radicals/Quadratics/Discrete Math.	All students 9-12 will receive direct instruction in a math credit-earning course involving increased emphasis on critical thinking. Students who are struggling will be identified and targeted for supplemental instruction.	Principal	Quarterly progress monitoring	Evaluations will be conducted though classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : By 2016 100% of students taking Algebra I EOC will pass and earn credit for the course.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	50%	60%	70%	80%	90%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, 75% of all subgroups by ethnicity will make Adequate Yearly Progress in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31%(8) Black: 30%(29) Hispanic: 100%(1) Asian: 100%(1) American Indian:100%(1)	White: 75% Black: 75% Hispanic: 75% Asian: 75% American Indian: 75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of pre-requisite knowledge; student motivation	Students will be receive instruction in more highly complex texts and close reading strategies	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
2	Areas of weakness in 2012 Algebra I EOC were Rationals/Radicals/Quadratics/Discrete Math (67%(51) students scored below proficiency. Functions/Linear Equations/Inequalities (61%(46) students scored below proficiency. Polynomials (61% scored below proficiency.	All low performing students who are also part of a student subgroup not making AYP will be identified, encouraged and targeted with supplemental instruction. Students will receive weekly instruction and practice with classroom tasks and assessments that are in the format and rigor of Algebra I EOC.	Principal	Quarterly Progress Monitoring	Evaluation will be conducted through classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

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:	There were no ELL students tested.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June 2013, 50% of SWD will make Adequate Yearly Progress on Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(1)	50%

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 pre-requisite knowledge; poor attendance	Students will receive instruction in direct reading, highly complex texts, and close reading strategies.	Principal	Progress Monitoring through teacher assessments, FAIR, and/or Discovery Education Testing	FCAT 2.0 and EOC exams
2	All strands tested on Algebra I EOC.	SWD students in regular Algebra I classes will have support from ESE in the classroom and if needed will be remediated in an ESE classroom.	Principal	Quarterly Progress Monitoring	Evaluation will be conducted through classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, 50% of Economically Disadvantages students will make Adequate Yearly Progress on Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	50%

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 pre-requisite knowledge	Students will receive instruction in high complexity texts.	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
2	Poor attendance	Students will receive instruction in Kagan Cooperative Learning strategies.	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
3	All strands tested on Algebra I EOC.	These students will be identified, encouraged and targeted with supplemental instruction. Students will receive weekly instruction and	Principal	Quarterly Progress Monitoring	Evaluation will be conducted through classroom walk-throughs, lesson plans, Discovery Learning, and

		practice with classroom tasks and assessments that are in the format and rigor of Algebra I EOC.			Performance Matters.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all teachers on the faculty will have been trained using the CIS model from NG-CARPD.	All teachers at Vernon High School will incorporate higher levels of text complexity and/or close reading strategies to help improve reading across the content areas and push level 3 students to a level 4 or 5 on FCAT 2.0	Principal	Formative assessments such as teacher made tests and progress monitoring tools such as FCAT Testmaker Pro.	Summative Assessments such as FAIR, Discovery Education Testing, and FCAT 2.0
2	Not all teachers have been trained in Kagan Cooperative Learning.	Teachers at Vernon High School will incorporate cooperative learning strategies into their curriculum through the use of Kagan structures.	Principal	Reading Coach and Instructional Coach observations.	Student data reports: report card for academic measures, attendance reports and referral reports for behavior, and testing data from FCAT, FAIR, and Discovery Ed.
3	All strands tested on Geometry EOC.	. All students 9-12 will receive direct instruction in a math credit-earning course involving increased emphasis on critical thinking. Students who are struggling will be identified and targeted for supplemental instruction.	Principal	Quarterly Progress Monitoring	Evaluations will be conducted though classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

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:	By June 2013, 25% of students taking Geometry EOC will score a Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New faculty - may not have yet been trained in the CIS Instructional model from NGCAR-PD.	Teachers will incorporate higher levels of complex texts in their classroom to challenge students.	Principal	Progress Monitoring: FAIR, FCAT Testmaker Pro, Teacher Assessments	FCAT 2.0 and/or EOC Exams
2	All strands tested on Geometry EOC.	All students 9-12 will receive direct instruction in a math credit-earning course involving increased emphasis on critical thinking. Students who are struggling will be identified and targeted for supplemental instruction.	Principal	Quarterly Progress Monitoring	Evaluations will be conducted though classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : By 2016 all students taking Geometry EOC will pass and earn credit for the course.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	18%	40%	60%	80%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, 75% of all subgroups by ethnicity will make Adequate Yearly Progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:17% Black:0% Hispanic:0% Asian:none American Indian:100%(1)	White:75% Black:75% Hispanic:75% Asian:75% American Indian:75%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of pre-requisite knowledge; student motivation	Students will be receive instruction in more highly complex texts and close reading strategies	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
2	All strands tested on Geometry EOC	All low performing students who are also part of a student subgroup not making AYP will be identified, encouraged and targeted with supplemental instruction. Students will receive weekly instruction and practice with classroom tasks and assessments that are in the format and rigor of Algebra I EOC.	Principal	Quarterly Performance Matters	Evaluations will be conducted though classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

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:	No ELL tested.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013, 50% of SWD students taking Geometry EOC will demonstrate proficiency and earn Geometry credit.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%[2]	0%[0]

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 pre-requisite	Students will receive	Principal	Progress Monitoring	FCAT 2.0 and

1	knowledge; poor attendance	instruction in direct reading, highly complex texts, and close reading strategies.		through teacher assessments, FAIR, and/or Discovery Education Testing	EOC exams
2	All strands tested on Algebra I EOC.	SWD students in regular Algebra I classes will have support from ESE in the classroom and if needed will be remediated in an ESE classroom.	Principal	Quarterly Progress Monitoring	Evaluation will be conducted through classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013, 50% of ED students taking Geometry EOC will demonstrate proficiency and earn Geometry credit.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% [35]	49%

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 pre-requisite knowledge	Students will receive instruction in high complexity texts.	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
2	Poor attendance	Students will receive instruction in Kagan Cooperative Learning strategies.	Principal	Progress Monitoring	FCAT 2.0 and EOC exams
3	All strands tested on Geometry EOC	All low performing students who are economically disadvantaged not making satisfactory progress will be identified, encouraged and targeted with supplemental instruction. Students will receive weekly instruction and practice with classroom tasks and assessments that are in the format and rigor of Geometry EOC.	Principal	Quarterly Performance Matters	Evaluations will be conducted though classroom walk-throughs, lesson plans, Discovery Learning, and Performance Matters.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Training	9-12	Carter/Lerner/Malloy	EOC teachers and math teachers	September 11,13,18,20 and October 23, 2012	Follow-up questions via epdc	Instructional Coach
Performance Matters	9-12	Malloy	EOC teachers and math teachers	Early Release days	Baseball Cards	Instructional Coach
Text Complexity	9-12	Meuller	All instructional staff	Preplanning	Follow-up questions via epdc	Literacy Coach
FCTM	9-12	Conference Trainers	Math Teachers	Conference Dates	Implement Strategies Learned	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Text Complexity	Training by FLDOE (Katie Moller)	Title I	$1,320.00
			Subtotal: $1,320.00
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
FCTM	Training Conference	Title II	$928.91
Common Core	Training by FLDOE	FLDOE, Title II	$0.00
			Subtotal: $928.91
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,248.91

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Students will be receiving extra reading help/strategies needed to obtain a higher level through the use of Failure Free Reading, Intensive/Direct Reading, Competency Based Units (LCCE).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [4]	100% [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
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:	Students will be receiving extra reading strategies needed to obtain a higher level through the use of Failure Free Reading, Intensive/Direct Reading, Competency Based Units (LCCE).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [2]	66% [2]

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. Biology Goal #1:	Increase the number of proficient (Level 3) students passing the Biology I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% [8]	50% [55]

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
	Not all teachers on the faculty will have been trained using the CIS	All teachers at Vernon High School will incorporate higher	Principal	Formative assessments such as teacher made tests and progress	Summative Assessments such as FAIR,

1	model from NG-CARPD.	levels of text complexity and/or close reading strategies to help improve reading across the content areas and push level 3 students to a level 4 or 5 on FCAT 2.0		monitoring tools such as FCAT Testmaker Pro.	Discovery Education Testing, and FCAT 2.0
2	Not all teachers have been trained in Kagan Cooperative Learning.	Teachers at Vernon High School will incorporate cooperative learning strategies into their curriculum through the use of Kagan structures.	Principal	Reading Coach and Instructional Coach observations.	Student data reports: report card for academic measures, attendance reports and referral reports for behavior, and testing data from FCAT, FAIR, and Discovery Ed.
3	Students have a lack of hands on laboratory experience.	Studnets will perform a minimum of twelve laboratory experiments in all science classes.	Administration	Evaluation of laboratory manual.	The science department will maintain a notebook with copies of all labs/experiments for evaluation. The manual will contain a minimum of one student copy per lab.
4	Students have a lack of science vocabulary.	There will be a special emphasis on vocabulary knowledge and understanding.	Administration	Teacher generated tests.	Test scores and analysis of test data.
5	Challenging content	Teachers will use strategies for delivering content that include, but are not limited to Kagan Cooperative Learning Structures, NGCARPD strategies and other strategies for gaining meaning from complex text.	Administration	Classroom Walk Throughs, observations, results of ongoing progress monitoring through benchmark assessments.	Teacher evaluation DEA Assessments Data Notebook Checks
6	Student Engagement	Increase the use of Cooperative Learning Structures, small group work and use of technology to increase student engagement and attention to content as well as attendance to class.	Adminstration and instructional coaches	Classroom Walk Throughs	Observations by admin
7	Student Achievement	Use course description, assessed standards checklists, data notebooks and benchmark testing to progress monitor and identify students in need of differentiated instruction and use of course descriptions and pacing guides for teaching assessed standards.	Administration and instructional coaches	Notebook checks Progress monitoring assessments Teacher constructed assessments	Ongoing Progress Monitoring Assessments Biology I EOC Data Notebook Checks

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Increase the number of students scoring Level 4 and 5 on the Biology I EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	25% [14]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Text complexity	Strategies using multiple readings of texts, vocabulary strategies, NGCARPD strategies, Comprehensive Instructional Sequence Model for complex text as related to Common Core Strategies.	Instructional Coaches, science teachers	ongoing progress monitoring assessments Teacher created assessments with higher level/higher complex questions	Student progress on progress monitoring
2	tudent Achievement	Benchmark assessments Small Group/differentiated instruction Use of data notebooks to monitor student progress and interventions, pacing guides for instructional emphasis	Teachers Instructional Coaches Administration	Data Notebooks Data from ongoing progress monitoring and benchmark assessments(DEA, teacher/district created assessments	Data Notebook Checks Biology I EOC results DEA assessments
3	Higher Order Questioning	Increase higher order thinking skills in classroom instruction by using more critical thinking activities and tasks in classroom instruction.	Classroom Teachers, instructional coaches	Lesson plans Observations	Administration Instructional coaches

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Training	9-12	Carter/Lerner/Malloy	EOC teachers and math teachers	September 11,13,18,20 and October 23,2012	Follow-up questions via epdc	Malloy
Bioscopes	9-12	PAEC	Biology teachers	Preplanning	Lesson study	PAEC Consultant
Performance Matters	9-12	Malloy	All science teachers	Early Release days and throughout 2012-13	Baseball Card Printed in notebook	Riviere, Malloy

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Biology and Chemistry Labs	Lab Materials	Project #1333604	$675.99
			Subtotal: $675.99
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
Bioscopes		PAEC	$1,000.00
AP Environmental Science Training		Professional Development Funds	$1,501.16
Common Core State Standards Training	Notebooks of CCSS	Title II	$500.00
			Subtotal: $3,001.16
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,677.15

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring 3.5 on the writing will move to at least a 4.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-five percent (174) of students scored a level 3.5 or higher on the writing exam.	Eighty percent or more of students will score a three or higher on the FCAT Writing 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of prerequisite skills and a need for further development of writing skills.	Teachers will implement the district writing plan to include a school-wide writing focus calendar. Teachers will use the six traits of writing.	Brian Riviere, Principal	Ongoing progress monitoring through scores on student writing samples will be used along with FCAT Writing scores.	Write Score will be used this year along with teacher made assessments based on the six traits of writing. FCAT Writing

		All content area teachers will make a concerted effort to incorporate writing in their instruction.			scores will also be used to evaluate students.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
District Wide Writing Team Meetings	9 and 10	Gail Riley	Jiranda White, Sally Brock	Once per nine weeks.	Write-Score, FCAT Writing 2.0	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Spring Board	AP College Board	Reading Allocation	$5,133.70
			Subtotal: $5,133.70
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
English laptops	5 laptops for the English Dept.	Carter Funds	$1,740.00
			Subtotal: $1,740.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Write-Score	3 cycles of Progress Monitoring	District Office	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Spring Board Training	Training by AP College Board	Title II	$440.00
			Subtotal: $440.00
			Grand Total: $10,313.70

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	By June 2013, 55% of students taking Geometry EOC will earn credit by achieving a passing score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	55%

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	Not all teachers on the faculty will have been trained using the CIS model from NG-CARPD.	All teachers at Vernon High School will incorporate higher levels of text complexity and/or close reading strategies to help improve reading across the content areas and push level 3 students to a level 4 or 5 on FCAT 2.0	Principal	Formative assessments such as teacher made tests and progress monitoring tools such as FCAT Testmaker Pro.	Summative Assessments such as FAIR, Discovery Education Testing, and FCAT 2.0
2	Not all teachers have been trained in Kagan Cooperative Learning.	Teachers at Vernon High School will incorporate cooperative learning strategies into their curriculum through the use of Kagan structures.	Principal	Reading Coach and Instructional Coach observations.	Student data reports: report card for academic measures, attendance reports and referral reports for behavior, and testing data from FCAT, FAIR, and Discovery Ed.

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:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Common Core	9-12	Instructional Coaches	11th Grade US History instructor	2012-2013	EPDC on-line follow-up and IPLP	Administration and Instructional Coaches
NGCARPD	9-12	Instructional Coaches	11th Grade US History instructor	2012-2013	EPDC on-line follow-up and IPLP	Administration and Instructional Coaches

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Strategies involving highly complex texts.	Textbook Adoption	Schoolbook funds	$24,254.11
			Subtotal: $24,254.11
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: $24,254.11

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, the number of students with more than 10 absences will decrease by 50%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 Current Attendance Rate is 88%.	The 2013 Expected Attendance Rate is projected to be 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012 Current Number of Students with Excessive Absences is 52% [237].	The 2013 Expected Number of Students with Excessive Absences is 26% [117].
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2012 Current Number of Students with Excessive Tardies is 36% [164].	The 2012 Expected Number of Students with Excessive Tardies is 18% [82].

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	Accurate reporting of absent students and tardy students.	Attendance Officer, Training from District Data Center, On-site tech. support, Truancy court/enforcement, Florida Department of Motor Vehicles policy on truancy.	Brian Riviere, Principal	Monitoring of attendance records, reporting to truancy officer, reporting to Department of Motor Vehicles	FOCUS Software, Teacher records.
2	Parents and students awareness of the new attendance policy.	Send home connect-ed parent links, announce at open house, when a student reaches 3 unexcused absences we inform the parent and student by phone and deliver an absence summary to the student.	Nancy Holley, Assistant Principal	Monitoring of attendance records, Child Study Team Meetings, reporting to truancy officer, reporting to Department of Motor Vehicles	FOCUS Software, Teacher records.

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

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

				Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FOCUS Software Training	9-12	FOCUS Trainers	Attendance clerk, Administration, Data Entry, Teachers	Tuesdays (monthly via web)	Collaboration of attendance reports, Child Study Team Meetings	Nancy Holley, Assistant Principal

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
FOCUS Parent Portal	Technology for information at the parents' fingertips	N/A	$0.00
Connect Ed Call Out System	Call out system that calls home when a student is absent	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FOCUS Software Training	Data Information System	N/A	$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:	During the 2012-2013 school year, both in-school and out-of-school suspensions will decrease by 25%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 219 in-school suspensions.	There are expected to be less than 165 in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were a total of 106 students suspended in school.	There are expected to be less than 80 students suspended in school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

There were 39 out-of-school suspensions.	There are expected to be less than 29 out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were a total of 31 students who received out-of-school suspensions.	There are expected to be less than 23 students who receive out-of-school suspension.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students conduct themselves inappropriately when they are not working on a purposeful, organized classroom assignment.	Teachers will utilize Kagan instructional strategies to increase instructional time and motivation.	Brian Riviere, Principal Nancy Holley, Assistant Principal	Classroom walk throughs	Discipline referrals, suspensions report
2	Parent conferences and contact	Teachers will make contact with parents at least once quarterly to discuss the student's progress in class.	Teacher	Parent Contact Log	Discipline referrals, suspensions report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Cadre	9-12	Brock & Brock	New teachers	Monthly workshops	Team planning sessions	Brian Riviere, Principal

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Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	During the 2011-2012 school year, our number of students that drop out will decrease by 66%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
3	1
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
100% [79]	100%

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 parent participation.	Provide parent involvement activities to create awareness.	Asst. Principal, Guidance	Decrease in the number of dropouts.	Graduation rate Monitoring potential dropouts
2	Lack of academic requirements	Provide alternative education opportunities	Asst. Principal, Guidance	Success in alternative education programs	Graduation rate Grades(pass/fail)
3	Number of absences during the school year	Provide success in academic and an opportunity to be involved in extracurricular activities	Vernon High School Staff	Decrease in the number of attendance referrals	Student Management Program

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parents will be knowledgeable of their child's academic history and actively involved both in determining their academic schedule and in monitoring their coursework each year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 38% [171] of the parents of Vernon High School students are active participants in their child's academic coursework.	50% [197] of parents of VHS students will be active participants in determining their child's academic schedule and monitoring their child's coursework.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Parents do not understand the importance of their role in student achievement.	Educate parents on the multitude of opportunities offered through the Washington County School District, i.e., Bright Futures, Gold Seal, Washington County Technical Center, AP and Dual Enrollment opportunities.	Principal, Assistant Principal, Guidance Counselor, Homeroom Teachers	Students will meet all graduation requirements.	A parent's signature on a course preferences form will be used to evaluate parental participation.
2	Parents are unaware of their child's schedule.	Provide knowledge of each student's schedule of classes and the school activities calendar at orientation. The FOCUS Parent Portal will also make parents aware of up-to-date information including the schedule, grades and absences.	Principal, Assistant Principal, Guidance Counselor, and Homeroom Teachers	Parent feedback will be used to determine effectiveness.	Parental signatures on teachers' orientation/open house rosters will be used to evaluate participation and awareness.
3	Parents are not fully cognizant of the importance of reading beyond the school day.	Educate parents by holding a Parent Literacy Night early in the school year informing them of the importance of reading for information and for pleasure/entertainment.	Brian Riviere, Principal; Lisa Taylor, Reading Coach	Students will score higher on the reading portion of the FCAT.	Parents will sign in at the meeting to prove their involvement, and FCAT reading scores will improve as a direct correlation of increased parental involvement.
4	Parents are not fully informed of activities, test dates, and other school-related topics of interest.	Utilize the school sign as a major tool to inform parents and the community of school activities. Inform parents of the school web site, which contains a plethora of information, and utilize both print-based and web-based community newspapers to disseminate school related events and information. Access the VHS Twitter account for the most up-to-date pertinent information immediately.	Brian Riviere, Principal Nancy Holley, Assistant Principal	The school web site will see an increased number of "hits" during the school year, more articles related to VHS events and activities will be found in newspapers, and parental feedback will be gathered to determine effectiveness.	Feedback from parents and the community will be used to evaluate effectiveness.
5	Parents do not feel they are active participants in decision making at the school level.	The School Advisory Committee (SAC) will meet at least four times a year and will include parents as some of its members.	Brian Riviere, Principal	Parent members of the SAC will be asked to provide feedback as to their level of satisfaction with their decision making involvement on school related issues.	Feedback from parents who are members of the SAC will be the chief evaluation tool.
6	Parents do not adequately monitor their child's academic progress throughout the grading period.	The new FOCUS parent portal will enable parents to be better informed about their child's attendance. Focus will enable parents to go online to see their child's grades and any missing work.	Brian Riviere, Principal Nancy Holley, Assistant Principal	Parent feedback, fewer attendance problems, and better student grades/test scores will be used to determine effectiveness.	Feedback from parents and the community will be used to evaluate effectiveness.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	80% of the students will score 80% or higher on the EOC exams and the exit exams for Project Lead the Way and Microsoft Office.

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 pre-requisite knowledge	Continuation of classroom activities	Principal	Teachers Assessments	STEM EOC

1		that promote stem goals and national standards.			

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
Distance Learning	9-12	PAEC	Dual Enrollment / AP Teachers	Preplanning	ePDC	PAEC Consultant
Gifted Education Training	9-12	PAEC	PLTW Teachers	One PD day per nine weeks	ePDC	PAEC Consultant
Bioscopes	9-12	PAEC	Biology teachers	Preplanning	Lesson study	PAEC Consultant

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
Distance Learning	STEM Grant	PAEC	$140.00
Gifted Education Training	STEM Grant	PAEC	$70.00
			Subtotal: $210.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $210.00

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	25% of the student population will participate in a career

CTE Goal #1:	or technical course at the school level: Microsoft Office Program and/or Project Lead the Way.

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 pre-requisite knowledge.	More classes to promote technical programs at the school level.	Principal	curriculum	Focus

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	Vocabu-lit	Consumable vocabulary books with Greek and Latin roots	Reading Allocation	$1,431.54
Reading	Spring Board	AP College Board	Reading Allocation	$5,133.70
Mathematics	Text Complexity	Training by FLDOE (Katie Moller)	Title I	$1,320.00
Science	Biology and Chemistry Labs	Lab Materials	Project #1333604	$675.99
Writing	Spring Board	AP College Board	Reading Allocation	$5,133.70
U.S. History	Reading Strategies involving highly complex texts.	Textbook Adoption	Schoolbook funds	$24,254.11
				Subtotal: $37,949.04
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	English laptops	5 laptops for the English Dept.	Carter Funds	$1,740.00
Attendance	FOCUS Parent Portal	Technology for information at the parents' fingertips	N/A	$0.00
Attendance	Connect Ed Call Out System	Call out system that calls home when a student is absent	N/A	$0.00
				Subtotal: $1,740.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Spring Board Training	Training by AP College Board	Title II	$440.00
Reading	Common Core Training	Training by FLDOE	FLDOE, Title II	$0.00
Reading	Nuts and Bolts	Training Symposium	Title II	$6,590.50
Reading	Text Complexity	Training by FLDOE	District	$1,220.00
Mathematics	FCTM	Training Conference	Title II	$928.91
Mathematics	Common Core	Training by FLDOE	FLDOE, Title II	$0.00
Science	Bioscopes		PAEC	$1,000.00
Science	AP Environmental Science Training		Professional Development Funds	$1,501.16
Science	Common Core State Standards Training	Notebooks of CCSS	Title II	$500.00
Writing	Write-Score	3 cycles of Progress Monitoring	District Office	$3,000.00
Attendance	FOCUS Software Training	Data Information System	N/A	$0.00
Suspension	Kagan Cadre			$0.00
STEM	Distance Learning	STEM Grant	PAEC	$140.00
STEM	Gifted Education Training	STEM Grant	PAEC	$70.00
				Subtotal: $15,390.57
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Spring Board Training	Training by AP College Board	Title II	$440.00
				Subtotal: $440.00
				Grand Total: $55,519.61

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Advanced Placement testing and activities	$1,000.00
Parent Night Activities	$500.00

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

The School Advisory Council will host parent night activities, as well as be involved in College and Career Night and Parent Information nights. Along with meeting quarterly, the SAC will assist with the needs of the students as the council sees fit. Building communication between the school and the parents is a major goal, while monitoring the best use of school resources is also important.

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

Washington School District
VERNON HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	86%	79%	51%	256	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	80%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	67% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					504	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Washington School District
VERNON HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	71%	83%	39%	240	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	74%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	29% (NO)	49% (NO)			78	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					439	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested