

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MADISON COUNTY HIGH SCHOOL

District Name: Madison

Principal: Ben Killingsworth

SAC Chair: Ray Griffin

Superintendent: Lou S. Miller

Date of School Board Approval:

Last Modified on: 10/26/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Rod Williams	BS in Criminal Justice, Masters in Ed Leadership	1	1	
Principal	Ben Killingsworth	BS Physical Education, BS Sports Administration, Masters in Ed Leadership, ESOL Certified	8	14	4 Ds, 1 F, 2 C
Assis Principal	Jack McClellan	MS Social Sciences Education; Educational Leadership Certification; ESOL Endorsement	4	8	4 D's, 3 B's

### 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	Lea Kalinowski	BA in Social Studies Ed, Reading Endorsement	7	1	
Math	Alan Androski	Masters in Math Ed w/ Math 6-12 Certification, Physics Certification	16	3	1 D, 2 C's
Science	Ginny Quackenbush	BS in Science / Biology and Earth Space Certification	6	3	1 D, 2 C's
Graduation Coach	Takeysha Thomas	BA in Criminal Justice, MA Applied Social Science, Educational Leadership Certification	6	1	

### 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	A Minority Recruiter will be used to Recruit Minority Teacher Candidates	Minority Recruiter	June 2012	
2	The district will examine the vacancies at each school to determine which areas and/or subjects need to be filled.	Director of Human Resource/Administrative Service	June 2012	
3	The district will examine all AYP data from all schools to determine subgroup non AYP needs.	Coordinator of Title I/School Improvement/ Grants	June 2012	
4	The personnel department will post job openings on the district website and highly qualified teachers will be recruited to fill these vacancies.	Director of Human Resource/Administrative Service	June 2012	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5 out-of field teachers due to not having ESOL endorsements.	Teachers will complete ESOL training.

### 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
46	6.5%(3)	32.6%(15)	37.0%(17)	30.4%(14)	19.6%(9)	78.3%(36)	4.3%(2)	4.3%(2)	8.7%(4)

## Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa Stewart	Paige Thomas	First Year Teacher	Weekly meetings
Caulette Hicks	Jessica White	First Year Teacher	Weekly meetings
Geoff Hill	Lyndsey Cook	First Year Teacher	Weekly meetings
Amy Barfield	Reese Fletcher	First year counselor	Weekly meetings

## 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

Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with Title II in ensuring staff development needs are provided.

Title I, Part C- Migrant

The district provides a migrant liaison to reach out to parents of migrant students.

Title I, Part D

Funds from Title I, Part D are used to provide a resources for our Teenage Parent program.

Title II

Title II funds are used to increase the amount of professional development and technology available to students. Software programs such as TeenBiz have been proven to increase student achievement.

Title III

NA

Title X- Homeless

Provides materials, supplies, computers for homeless students.

Supplemental Academic Instruction (SAI)

SAI Funds are combined with Title I funds to provide Extra-Help for struggling students. Extra-help takes place after school and during lunch. SAI funds also give students who need summer school the opportunity to go. Additionally, SAI has provided supplementary materials and professional development.

Violence Prevention Programs

Olweus Bullying Prevention Curriculum as well as Positive Action curriculum has been provided by Safe Schools/Healthy Students Federal grant.

### Nutrition Programs

Food services are provided through the district and supplemented by USDA.

### Housing Programs

NA

### Head Start

NA

### Adult Education

The District offers Adult Education and GED Prep for out of school youth.

### Career and Technical Education

Career and Technical programs at MCHS provide students with opportunities to explore and discover career paths available for their future. The CTE program at MCHS not only provides students with these opportunities, but it supports the whole education of its students. Five CTE teachers are CARPD certified. These instructors provide their students with reading instruction through their CTE classes. Additionally, 2 CTE teachers have been trained in integrating math and science into their programs of study.

All of the CTE teachers at MCHS support school improvement efforts by participating in the school-wide writing program and by teaching students reading strategies in their classes. All CTE classes use reading and writing activities as part of their daily warm-up activities.

While three CTE programs currently offer various levels of certification for their students, all of the CTE programs are pursuing avenues to get their students certified in their career area before they graduate from high school.

### Job Training

Each career tech program at MCHS is designed around job training. MCHS offers career tech programs in the areas of: Agriculture, Criminal Justice, Health, Web Design, Digital Design, and Early Childhood Education. These particular career prep programs were chosen and have been modified to reflect the high need/high school job opportunities in our region.

MCHS has a Diversified Career Technology program that allows students to seek employment while in high school earn high school credit for their hours. As part of the program, the students take a class designed to teach students not only how to get a job, but how to keep a job. Students are tracked by a job coach who works with employers to make sure the students learn the skills necessary to maintain their jobs.

Also, each Career Tech area offers students the opportunity to participate in Co-op programs. Students who complete a program of study can then find a job in that career area and earn high school credit for work hours.

### Other

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

### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Ben Killingsworth - Principal  
Rod Williams, Assistant Principal  
Jack McClellan, Assistant Principal  
Takeysha Thomas, Graduation Coach  
Lea Kalinowski, Instructional Coach for Reading  
Ginny Quackenbush - Instructional Coach for Science  
Alan Androski - Instructional Coach for Math  
Charlene Brown- Guidance Counselor  
Reese Fletcher - Guidance Counselor

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

The School-based RTI team meets bi-weekly. They review the students who have been referred to them. Teachers of the

students who have been referred are consulted and a plan is devised to help the students meet their educational goals. Each student referred will be monitored for progress bi-weekly until the student demonstrates interventions have been successful.

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 school-based RTI team has provided input for the school improvement plan. The RTI team will engage in problem identification, problem analysis, interventions, and evaluation to determine if the student(s) is making progress. The leadership team will make recommendations for the SIP based on this process and oversee the implementation of the plan's recommendations.

#### MTSS Implementation

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

The Madison County School District gives baseline, interim, and end of the year assessments to track how our students are progressing toward proficiency in the areas of Reading, Algebra, FCAT math, and biology. MCHS will also give the FAIR during the months of September, December and April. For writing, the district has contracted with Writescore to provide writing prompts, scoring, and analysis tools for progress monitoring.

For discipline, the district purchased Focus software that tracks student discipline and provides reports that will allow is to monitor demographics, as well as grade-level data.

Describe the plan to train staff on MTSS.

Training on RTI began last year at MCHS. We are continuing to train the faculty and staff on academic interventions and behavioral interventions.

Describe the plan to support MTSS.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

Ben Killingsworth  
Rod Williams  
Jack McClellan  
Takeysha Thomas  
Charlene Brown  
Alan Androski  
Ginny Quackenbush  
Reese Fletcher  
Lea Kalinowski  
Elias Paulk  
Caulette Hicks

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

The MCHS Literacy Leadership team meets weekly. Mr. Killingsworth is the chair.

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

Incorporating literacy into social studies is a major initiative this year. LDC training began this year with the intent to be implemented by 2014.

## 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.

All teachers at Madison County High School have participated in NGCARPD training. We will continue to offer training for reading strategies across the curriculum.

The implementation of GCARPD is monitored and charted through our classroom walk-through process.

LDC training began this year with the intent on full implementation by 2014. NGCARPD training is ongoing with all teachers trained by December, 2012.

### \*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 Career and Technical Education courses incorporate applied and integrated academic skills throughout the curriculum. Students have the opportunity to take business education courses, art, and computer courses

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?

Through 9th grade AVID classes, students participate in our School Connect Curriculum. This curriculum is designed to help students start setting goals and preparing for post-high school. Guidance counselors work in conjunction with the AVID teachers to help student realistically construction a 4 year high school plan of study. Theses plans are then used to when students select their class for the next school year.

MCHS guidance counselors also schedule time for each upper level class to go to our career center to go through different parts of the Choices program. The college and career planning activities have been extremely beneficial for our students as they revise their 4 year plans annually.

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The High School Feedback report has been used to help MCHS teachers target areas where our students have demonstrated deficiencies. We have also be meeting with staff from the local community college to plan together how to better prepare our students who are going to college. Professors from North Florida Community College have provided training for our teachers as well as topical summits annually.

## 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:	MCHS will increase the percentage of 9th and 10th graders who score a level 3 or above on the FCAT Reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (72)	23% (78)

#### 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	Less than 40% of incoming 9th graders scored a level 3 or higher on the 8th grade reading FCAT.	1. Teach reading through the content areas.	Ben Killingsworth	Bi-weekly progress checks (mini-assessments)	Assessment Tracking Software
2	Lack of motivation to succeed in reading classes.	1. A mobility plan will be developed and implemented allowing students to move out of reading classes on the basis of reading assessments. 2. Students will have text sets of relevant novels available at appropriate reading level for centers. 3. KAGAN Strategies	Jack McClellan & Coach	Classroom walkthrough, FAIR, lesson plan monitoring	FCAT
3	Achievement level of incoming 9th grade students.	Next Generation Content Area Reading	Lea Kalinowski	9th & 10th FCIM data	9th & 10th FCIM data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase the percentage of students taking alternative assessments scoring level 4 or better by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (106)	35% (119)

#### 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	Individual condition of each student	Community Based Instruction	Ansley Rogers	Brigance Battery Test	FAA
2	Attendance	Access Curriculum	Ansley Rogers	Brigance Battery Test	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	MCHS will increase the percentage of students scoring a level 4 or 5 on the FCAT Reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (46)	15% (51)

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	Achievement level of incoming 9th grade students.	Next Generation Content Area Reading	Lea Kalinowski	9th & 10th grade FCIM data	FCAT
2	Rigor of class assignments and content.	Next Generation Content Area Reading	Lea Kalinowski	CWT's, Lesson plan monitoring	FCAT
3	Lack of motivation to succeed in reading classes.	1. Students will have text sets of relevant novels available at appropriate reading level for centers. 2. Use of Kagan strategies	Jack McClellan and reading coach	CWT's, Lesson plan monitorin	FCAT

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:	Increase student achievement by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	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
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1	Individual Condition of Students	Community Based Instruction	Ansley Rogers	Brigance Battery Test	FAA
2	Attendance	Access Curriculum	Janis Bunting	Brigance Battery Test	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	MCHS will increase the percentage of students making Learning Gains on the FCAT Reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (171)	50% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Achievement levels of incoming 9th graders	Literacy Design collaborative	Jack McClellan	Classroom Walk Through	FCAT
2	Rigor	Next Generation Content Area Reading	Lea Kalinowski	9th & 10th grade FCIM Data	FCAT

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:	MCHS will show a three percent increase in students achieving adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Individual Condition of each student	Community Based instruction	Ansley Rogers	Brigance Battery Test	FAA
2	Attendance	Access Curriculum	Janis Bunting	Brigance Battery Test	FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	MCHS will increase the percentage of our lower quartile who make Learning Gains in reading by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
83%	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current lesson planning lacks rigor and relevance	1. Teachers will implement KAGAN strategies.  2. Students will have text sets of relevant novels available at appropriate reading level for centers.  3. NGCARPD will be fully implemented.	Jack McClellan, NGCARPD/reading coach	CWTs and Lesson Plans	Course grades and FCAT
2	Lack of motivation to succeed in reading classes	1. A mobility plan will be developed and implemented allowing students to move out of reading classes on the basis of reading assessments. 2. Students will have text sets of relevant novels available at appropriate reading level for centers.	Jack McClellan and reading coach	CWTs and Lesson Plans	FAIR and FCAT
3	achievement level of incoming 9th graders	Next Generation Content Area Reading	Lea Kalinowski	9th & 10th grade FCIM Data	FAIR and FCAT

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 #					
	MCHS will reduce the achievement gap in reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	46	51	57	62	

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:	Increase the percentage of all ethnic sub-groups who demonstrate proficiency on the FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 67% of white students and 16% of our black students made AYP.	We will increase our AYP rates to 69% for white students and 18% for our black students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many African American students do not have transportation to after school extra help.	1. We will offer extra help during school hours (Lunchtime Extra help) 2. After school tutoring will be provided with transportation 3. Conduct a black male focus group monthly.	School leadership team	Progress monitoring	FCAT, FAIR, Monitoring of Grades
2	Lack of recognition of the need for differentiated instruction in reading	1. We will target additional individual interventions and materials for students who are struggling in particular areas 2. Full implementation of the coaching cycle	School Leadership Team	CWT Data and progress monitoring data	FCAT, FAIR, Monitoring of Grades

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:	Insufficient numbers to generate goals, per FL DOE.
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				

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 who have learning disabilities will make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 19% of our SWD students made adequate yearly progress.	We will increase the percentage of our SWD students achieving AYP to 33%.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students who have learning disabilities need extra support in academic classes.	Support facilitation will be available for students with disabilities in reading, language arts, and math classes.	Jack McClellan and ESE Staff	Students will be tracked monthly to determine if services are adequate.	Tracking documentation and ESE progress reports.
2	Current lesson planning lacks rigor and relevance	1. Teachers will utilize KAGAN strategies in their planning and classes.  2. Students will have text sets of relevant novels available at appropriate reading level for centers.  3. NGCARPD will be fully implemented.	Jack McClellan, NGCARPD/reading coach	CWTs, Lesson Plans, Course grades and FCAT	FCAT
3	Lack of motivation to succeeds in reading classes.	1. A mobility plan will be developed and implemented allowing students to move out of reading classes on the basis of reading assessments. 2. Students will have text sets of relevant novels available at appropriate reading level for centers.	Jack McClellan and reading coach	CWTs, Lesson Plans, Course grades and FCAT	FCAT

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 make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 19% (47) of our economically disadvantaged students made AYP.	25% (62) of economically disadvantaged students will make AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need homework help	1. We will offer extra help during school hours (Lunchtime Extra help)  2. We will provide mandatory study hall/tutoring for all students involved in after school. activities.	School Leadership Team	Progress Monitoring, Extra help sign in sheets	Grade checks, FCAT, FAIR
2	Need for explicit vocabulary instruction	1. All MCHS teachers will embed vocabulary instruction into their daily instruction.  2. All teachers will use interactive word walls.	Administrators	Vocabulary Progress monitoring on the FAIR	Classroom Walk-through charting
	Current lesson planning lacks rigor and relevance	1. Teachers will utilize KAGAN strategies in their	Jack McClellan, NGCARPD and	CWTs, Lesson Plans, Course grades and FCAT	FCAT

3	classes.	reading coach	
	2. Students will have text sets of relevant novels available at appropriate reading level for centers.		
	3. NGCARPD will be fully implemented.		

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	9-12	Coach, administrator and Quasheena Johnson	School-wide	Pre-planning refresher training	Lesson plan monitoring and classroom walkthroughs.	Coaches and administrators.
Lesson Study	9-12	Coaches and/or department chair	school-wide	once per semester	Lesson plan monitoring and classroom walkthroughs.	Coaches and administrators.
NGCARPD	9-12	Lea Kalinowski	Social studies, science, career tech and English teachers	Certified by Dec. 2012	Lesson plan monitoring and classroom walkthroughs.	Coaches and administrators.
LDC	9-12	Jill Potts (SREB)	Instructional coaches, department chairs, administration	Full implementation by 2014	2012 Lesson plan monitoring and classroom walkthroughs.	Instructional coaches, department chairs, administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NGCARPD	NGCARPD trainer	SIG	\$5,000.00
KAGAN	Initial KAGAN training for Ms. Johnson	SIG	\$1,700.00
			Subtotal: \$6,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TeenBiz (Achieve 3000)	Differentiated reading instruction	District	\$30,000.00
			Subtotal: \$30,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NGCARPD	SIG	SIG	\$0.00
LDC	SREB LDC	SIG	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$41,700.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Achievement level of incoming 9th graders	Next Generation Content Area Reading	Lea Kalinowski	9th grade FCIM Data	FAIR and FCAT

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
1	Current lesson planning lacks rigor and relevance	1. Teachers will implement KAGAN strategies. 2. Students will have text sets of relevant novels available at appropriate reading level for centers. 3. NGCARPD will	Jack McClellan, NGCARPD/reading coach	CWTs and Lesson Plans	Course grades and FCAT
2	Need for additional class time	Student will be get additional class in reading	Jack McClellan, NGCARPD/reading coach	FAIR	FCAT

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our 9th grade ELL student is not assessed in writing

2012 Current Percent of Students Proficient in writing:

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

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

## 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:	80%[4] of students (4 of 5) will score at levels 4,5, or 6 on the Spring 2013 FAA Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%[4]	80%[4]

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse Learning Needs of each individual student.	Community Based Instruction, Access Points Curriculum, and LCCE.	Ansley Rogers	Brigance Battery Test	FAA
2	Low attendance rate for some students.	Frequent parent contact.	Attendance Office Clerk, CBI Classroom Teacher	Bi-quarterly Attendance Data	Attendance Records

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:	20%[1] of students (1 of 5) will score at level 7 or above on the Spring 2013 FAA Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%[0]	20%[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	Diverse Learning Needs of each individual student.	Community Based Instruction, Access Points Curriculum, and LCCE.	Ansley Rogers	Brigance Battery Test	FAA

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	100%[5] of students (5 of 5) will make learning gains on the Spring 2013 FAA Mathematics Assessment
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
75%[3]		100%[5]			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse Learning Needs of each individual student.	Community Based Instruction, Access Points Curriculum, and LCCE.	Ansley Rogers	Brigance Battery Test	FAA

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	41%[70] of MCHS students will score level 3 on the Spring 2013 Algebra 1 End of Course Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%[56]	41%[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	Large number of students below grade level in math skills.	Use Intensive Math as an additional course for students enrolled in Algebra 1 who have been identified as below grade level for math.	Administration and Guidance Staff	Lesson Plans, Classroom Observations, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring Algebra 1 EOC Assessment.
2	Lack of motivation for many students who have a history of performing at low levels in mathematics.	Identify students performing below average in Algebra classes by using grade reports and progress monitoring data. Provide tier 2 & 3 support to remediate the students and provide them with opportunities for success. Provide them with rewards through the school's Positive Behavior Support System.	Math Coach, RtI Coordinator, PBS Coordinator, Administration	Progress Monitoring Assessments (including Discovery Education Assessments)	Spring Algebra 1 EOC 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. Students scoring at or above Achievement Levels 4

and 5 in Algebra. Algebra Goal #2:	5% of MCHS students will score a level 4 or higher on the Spring 2013 Algebra 1 EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%[4]	5%[8]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Most highly proficient mathematics students take Algebra 1 prior to 9th grade. Many students who take Algebra 1 in high school have not developed learning strategies to help them perform at high levels during standardized testing.	Increase student exposure to high order questions and learning strategies. Utilize the Math Design Collaborative Lesson Plans which are designed to increase rigor, prepare students for the Common Core Standards, and encourage students to think on their own with the teacher acting as a facilitator.	Math Coach, Administrator	Lesson Plans, Classroom Observations, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Algebra 1 EOC Assessment.

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 # Reduce the achievement gaps in subgroups by 50% over 6 years. For 2012-2013, reduce achievement gap for passing (level 3 or above) between: 1) White & Black from 19% to 17%; 2) White & ED from 18% to 9%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		52	57	61	66	

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:	Reduce the achievement gap between White and Black to 17% (based on the percent passing, level 3 or higher, for the Spring 2013 Algebra 1 EOC Assessment)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53%[31] Black: 34%[29] Ach gap 19% Hispanic: NA Asian: NA American Indian: NA	White: 54% Black: 37% Ach gap 17% Hispanic: NA Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Diverse learning needs of	Differentiated	Math Coach,	Lesson Plans, Classroom	Spring 2013

1	individual students, requiring increased differentiated instruction.	Instruction. Teachers provide small group instruction to target specific learning needs. Support Facility Staff will provide extra instruction to individual students for classes in which Support Facility Staff are provided.	Administrator	Observations, Progress Monitoring Assessments (including Discovery Education Assessments).	Algebra 1 EOC Assessment.
2	African American students beginning the school year performing below average often need additional help.	Provide after-school tutoring to all students and require after-school tutoring for students involved in after-school extra-curricular activities. Math tutoring will be provided at least 3 days a week and teachers will be paid for an extended day lasting 50 minutes after students are dismissed from the regular school day.	Tutoring Coordinator, Administrator	Course Grades, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Algebra 1 EOC Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA (not enough students in this subgroup – no data available from FLDOE report)	NA (not enough students in this subgroup – no data available from FLDOE report)

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	Reduce the achievement gap between White and ED to 16% (based on the percent passing, level 3 or higher, for the Spring 2013 Algebra 1 EOC Assessment)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53%[31] ED: 35%[33] Ach gap 18%	White: 54% ED: 38% Ach gap 20%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students often do not have resources to allow them to get tutoring when needed.	Provide after-school tutoring to all students and require after-school tutoring for students involved in after-school extra-curricular activities. Math tutoring will be provided at least 3 days a week and teachers will be paid for an extended day lasting 50 minutes after students are dismissed from the regular school day.	Tutoring Coordinator, Administrator	Course Grades, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Algebra 1 EOC Assessment.
2	Economically disadvantaged students often do not have the appropriate supplies, such as a calculator, to increase their chance of success in their mathematics courses.	Calculators and basic school supplies will be available for purchase at the lowest possible prices from the math coach or to be issued temporarily to Economically Disadvantaged students.	Math Coach	Record of sales and calculators issued for temporary loan.	Spring 2013 Algebra 1 EOC Assessment.

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	45%[68] of MCHS students will score a level 3 on the Spring 2013 Geometry EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

44% [25] scored between 55 – 64 on the 20-80 point scale.	45%[68]
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students with low level math skills taking Geometry increases significantly this school year because all 9th and 10th grade students are now required to have a Geometry credit to graduate.	Provide after-school tutoring to all students and require after-school tutoring for students involved in after-school extra-curricular activities. Math tutoring will be provided at least 3 days a week and teachers will be paid for an extended day lasting 50 minutes after students are dismissed from the regular school day.	Tutoring Coordinator, Administrator	Course Grades, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Geometry EOC 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. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	7%[11] of MCHS students will score a level 4 or higher on the Spring 2013 Geometry EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%[3] scored 65 or higher on the 20-80 point scale.	7%[11]

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 exposure to higher order, rigorous questions	Increase student exposure to high order questions and learning strategies. Utilize the Math Design Collaborative Lesson Plans which are designed to increase rigor, prepare students for the Common Core Standards, and encourage students to think on their own with the teacher acting as a facilitator.	Math Coach, Administrator	Lesson Plans, Classroom Observations, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Geometry EOC Assessment.

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	Geometry Goal # Reduce the achievement gaps in subgroups by 50% over 6 years. For 2012-2013, reduce achievement gap for passing (level 3 or above) between:
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50%.	3A : 1) White & Black from 32% to 29%;				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	66	

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:	Reduce the achievement gap between White and Black to 29% (based on the percent passing, level 3 or higher, for the Spring 2013 Geometry EOC Assessment)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59%[23] Black: 27%[4] Ach gap 32% Hispanic: NA Asian: NA American Indian: NA	White: 60% Black: 31% Ach gap 29% Hispanic: NA Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Diverse learning needs of individual students, requiring increased differentiated instruction.	Differentiated Instruction. Teachers provide small group instruction to target specific learning needs	Math Coach, Administrator	Lesson Plans, Classroom Observations, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Geometry EOC Assessment.
2	African American students beginning the school year performing below average often need additional help.	Provide after-school tutoring to all students and require after-school tutoring for students involved in after-school extra-curricular activities. Math tutoring will be provided at least 3 days a week and teachers will be paid for an extended day lasting 50 minutes after students are dismissed from the regular school day.	Tutoring Coordinator, Administrator	Course Grades, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Geometry EOC Assessment.

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	NA (not enough students in this subgroup – no data available from FLDOE report)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal # 3D:	NA (not enough students in this subgroup – no data available from FLDOE report)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Reduce the achievement gap between White and ED to 15% (based on the percent passing, level 3 or higher, for the Spring 2013 Geometry EOC Assessment)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59%[23] ED: 43%[9] Ach gap of 16%	White: 60% ED: 45% Ach gap of 15%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students often do not have resources to allow them to get tutoring when needed.	Provide after-school tutoring to all students and require after-school tutoring for students involved in after-school extra-curricular activities. Math tutoring will be provided at least 3 days a week and teachers will be paid for an extended day lasting 50 minutes after students are dismissed from the regular school	Graduation Coach, Administrator	Course Grades, Progress Monitoring Assessments (including Discovery Education Assessments).	Spring 2013 Geometry EOC Assessment.

		day.			
2	Economically disadvantaged students often do not have the appropriate supplies, such as a calculator, to increase their chance of success in their mathematics courses.	Calculators and basic school supplies will be available for purchase at the lowest possible prices from the math coach.	Math Coach	Record of sales	Spring 2013 Geometry EOC Assessment.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Strategies	9-12	Q. Johnson	school-wide	Aug 6, 2012	Classroom Observations, Lesson Plans	Math Coach, Administration
Mathematics Design Collaborative, Implementing the Common Core Standards	9-12	Jeanette Lougee	Math PLC: All Math Teachers and Math Coach	Sep 18-19, 2012 Oct 1, 2012 Nov 15, 2012 Dec 10, 2012 Jan 10, 2013 Feb 15, 2013 Mar 14, 2013 May 7, 2013	Classroom Observations, Debriefs with contracted SREB math specialist and Math Coach	Administration
Questioning Strategies includign "Teacher as Facilitator"	9-12	Math Coach	All Math Teachers	Monthly PD at Math Team Meetings	Classroom Observations	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
MDC	SREB MDC	SIG	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Mathematics Goals



## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1:			Students in science classes will show adequate progress		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
1 student achieved level 5 0 students achieved level 6			100% (1 student) will achieve level 5		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	individual condition of student	Life Centered Curriculum	Ansley Rogers	Brigance Battery test	FAA
2	poor attendance	Parental contact, attendance office home contact	Ansley Rogers	Brigance Battery test	FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

## Biology End-of-Course (EOC) Goals

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

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

areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	Students will meet high standards on the Biology EOC exam in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (60) students scored proficient on the Discover (Thinklink) science baseline test.	35% (69) of 9th-10th graders will meet high standards on the Biology EOC exam in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of necessary fundamental skills in reading and math.	After-School tutoring will be provided by certified teachers 3 days a week utilizing the E/20-20 program. It will be mandatory for students participating in extra-curricular activities. Teachers will receive ongoing PD on differentiation. Revise and monitor monthly FCIM calendars to ensure re-teaching and re-assessment. Cross-curricular planning with reading and math teachers to reinforce concepts. Common Core and NGCAR-PD/CIS PD will strengthen students' reading skills	Science Coach / Administrators	Tutoring attendance records. Lesson Plans. Classroom walk-throughs. Grade Reports. School based assessments	School based assessments.  Performance Matters progress monitoring.  Pearson Practice EOC.  Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	Students will pass their Biology classes with a grade of C or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75.4% students passed Biology with a grade of C or higher	80 % of students will pass Biology with a grade of C or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of necessary fundamental skills in reading and math.	Teacher training on differentiation and providing quality enrichment activities. Teacher training to use	Science Coach	Classroom walk-throughs. Lesson plan monitoring. FCIM calendars.	Data analysis of CWTs.  Performance

1	Performance Matters Assessments to identify students for enrichment activities by benchmark. Teacher training on developing quality enrichment activities. Revise and monitor monthly FCIM calendars to ensure inclusion of quality enrichment activities Utilize support facilitation teachers for increased differentiated instruction.	Matters Assessment data.  School based common (department-wide) assessments
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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
CIS	9-12	Quackenbush	Science team	08/14	CWT's	Science coach, Admin
NGCAR-PD/CIS	9-12	Kalinowski Science & Reading teams	Science & Reading teams	9/20	CWT's ongoing PLC	Science coach, Admin.
Performance Matters Training	9-12	Sutton	School wide	09/18	CWT's	Science coach, Admin.
Performance Matters Training followup	9-12	Quackenbush	Biology teachers: Leslie, Thomas	09/26	CWT's	Science coach, Admin.
Lesson Study	9-12	Quackenbush	Science team	Fall and spring semesters	CWT's	Science coach, Admin.
Common Core SS	9-12	DOE	Science Coach	6/24-28, 09/20-21	CWT's	Science Coach and administrators
Common Core SS	9-12	Quackenbush	Science team	08/01, ongoing PLC	CWT's	Science Coach and administrators
Common Core SS	9-12	FilioSchool wide	School wide	08/15	CWT'	Science coach, Admin.
Differentiation	9-12	Quackenbush	Science team	09/19, ongoing PLC	CWT's	Science coach, Admin.

Science Budget:

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

Purchase of Gizmos	Electronic lab activities		\$5,000.00
			Subtotal: \$5,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
PD: Differentiation & Enrichment	Science coach will provide job embedded PD	SIG	\$45,000.00
PD : NGCAR-PD and CIS	Science and reading coach will provide job embedded PD	SIG	\$3,500.00
			Subtotal: \$48,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$53,500.00</b>

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:	MCHS will increase the percentage of 10th graders who score a level 3.0 or higher in writing for AYP by 3%.  There will be a 3% increase in the percentage of 10th graders who score a level 4 on the FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (129) of 10th graders scored a level 3.0 or higher in writing.  24% (39) of 10th graders scored a 4 on the Florida Writes Test.	83% (142) of our 172 10th graders will score 3.0 or higher in writing. 27% (46) of 10th graders will score a 4.0 or higher on the FCAT Writing.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	weakness in elaboration	Implementation of MCHS Writing Plan which includes:  1. Daily writing assignments recorded in a writing notebook.  2. weekly revision tasks  3. periodic scoring of essay by Writescore  4. frequent student-teacher conferencing  5. Exemplary writing examples will be displayed in each classroom.	Jack McClellan and english department chair	Monitoring through Writescore, classroom walk-through charting, and lesson plan checks	FCAT Writing
2	Change in scoring criteria	1. Teachers will need to be trained on the new scoring criteria.	Jack McClellan and english department chair	Classroom Observation of techniques learned in Professional development	Writescore and FCAT Writing reports

3	Weakness in transition	Implementation of the MCHS writing plan which includes: 1. practice using transitional words in sentences and paragraphs 2. daily vocabulary instruction which include transition words	Jack McClellan and English department chair	Monitoring through Writescore, classroom walk-through charting, and lesson plan checks	Florida Write's assessment
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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:	MCHS will maintain the the number of students achieving 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) scored a level 4 or higher in 2012.	100% (1) will score a level 4 or higher in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students' disabilities and degree of handicapping conditions	community based instruction, LCCE, Access Points curriculum	Ansley Rogers	Brigance battery	Florida Alternative Assessment

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
Lesson Study	9-10	English Dept Chair	9th and 10th grade English Teachers	One per semester	Lesson plan checks, classroom walkthroughs	Administrators and coaches
DOE Writing Training	9-10	DOE	10th grade English teachers	10/8/2012	Lesson plan checks, classroom walkthroughs, WriteScore	Administrator and coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
WriteScore	Practice scored essay writing	District	\$2,800.00
			Subtotal: \$2,800.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,800.00</b>

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

U.S. History Budget:

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

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:	MCHS will increase its average daily attendance by 1.79%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.32% (614)	94.11% (632) Average Daily Attendance
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
355	300
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
41	34

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	MCHS houses the county's teen parent program. These students accumulate more absences than typical students.	We will provide home education services to teen parents who are on maternity leave.	Jack McClellan	Tracking of Student grades	End of the year DOP Checklist
2	Lack of parent awareness of attendance requirements	<p>1. Parents will attend orientation along with incoming freshmen.</p> <p>2. There will be contact with parents when students do not bring an excuse for absences.</p> <p>3. All students and parents will receive a copy of the Code of Student Conduct.</p> <p>4. The Attendance Policy outlined in the Code of Student Conduct will be explained to all students.</p>	Sonya Webb Administrators Teachers	Weekly attendance monitoring by MCHS principal, Ben Killingsworth	Annual Average Daily Attendance Report
3	Lack of student concern about attendance	1. PBS team will meet and organize to reward those students who come to school every day without unexcused absences.	Administration and PBS Team	Review of attendance data	Attendance reports
4	Accurate parent contact information	Collect emergency information health information at parent nights and open house.	Administration and attendance clerk.		



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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Decrease number of students suspended out of school and in school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
800	560
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

178	124
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
143	100
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
92	64

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 knowledge about appropriate behaviors	1. AVID classes will incorporate positive behavior curriculum weekly. 2. Every student and parent will receive a copy of the Code of Student Conduct. 3. The Consequences for misbehavior that is outlined in the Code of Student Conduct will be explained to every student.	Administration	Monthly review of data	Discipline Reports
2	individual students receiving multiple referrals resulting in suspensions	Students will be identified through quarterly RTI meetings for early intervention.	rti Facilitator and Dean of Students	Quarterly review of discipline data.	Disciple reports

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Positive Behavior System	Behavior rewards	SIG	\$1,500.00
			Subtotal: \$1,500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
KAGAN	Initial training for Mr. Williams	SIG	\$1,800.00
			Subtotal: \$1,800.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,300.00</b>

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:		Decrease the percent of dropouts at Madison County High School by 1%			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.		Increase Graduation Rate by 2%.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
3.4%		1%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
77.26% (86)		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	Many MCHS 9th graders have been retained at least once. Some have been retained at least 2 times.	Students who have been retained will be given the option of taking courses for credit recovery and 'catch-up'.	Graduation coach	quarterly grade checks	Annual DOP Report
	Students who do not have the necessary credits or GPA to	1. Meet with these students at beginning of year and once per	Guidance Counselors and graduation coach	Check Credits and grades each grading period	Graduation rate

2	beginning the senior year.	quarter to create a plan for graduation in 2012.  2. Send letters to parents at the beginning of each semester to give graduation progress			
3	In 202, 7/147 seniors did not pass FCAT or ACT/SAT equivalent and received Certificates of Completion	1. Help current seniors to register for both SAT and ACT. 2. Incentive for passing - remove from Reading class	Guidance Counselor	Compare number of students needing to pass FCAT at beginning and end of year	FCAT,ACT and SAT scores
4	Loss of interest in high school	1. Students will be encouraged to enroll in CTE courses, dual enrollment, virtual courses where they can see relevance in what is taught in the classroom.	MCHS Administration / District Administration		Grade reports and FCAT scores

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1. Students in jeopardy of not graduating will be identified and placed on an accelerated graduation plan. 2. Attendance, discipline and academic data will be monitored frequently.	The graduation coach will continuously monitor potential dropouts	SIG	\$45,000.00
Extended school day	SIG	SIG	\$150,000.00
			Subtotal: \$195,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
A credit recovery program will be provided to students who are not on track for graduation.	Education 2020	District	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
New strategies for engaging apathetic learners will be explored	Training for graduation coach	SIG	\$1,000.00

			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$216,000.00

*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:			MCHS will increase parental involvement.		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
Less than 100 parents attended teacher/parent conferences Less than 300 parents attended Open House			Over 130 parents will attend teacher/parent conferences Over 350 parents will attend Open house and parent nights		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School hours conflict with parent work hours.	MCHS will host grade level parent meetings each semester	Ben Killingsworth	Percentage of parents who participate	Parent sign in sheet
2	Some parents will not be able to attend school meetings.	1. MCHS will mail out progress reports during the middle of each quarterly grading period. 2. MCHS will provide parents with accounts to check grades online.	Graduation coach	/Number of progress reports mailed home. Number of parents who set up accounts to access grades online.	End of Year grade reports
3	Parents do not know what's going on at school.	1. ConnectEd messages will be automatically phoned out before events occur. A minimum of 1 message per month will be sent out. 2. Report cards and progress reports will be mailed out to parents.	Principal	Parent survey at SAC Meetings.	Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Keeping parents informed	1. ConnectEd subscription 2. FOCUS Parent Portal Subscription 3. Mailing of progress reports	District	\$20,000.00
			Subtotal: \$20,000.00
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: \$20,000.00

*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:		Expand current Industrial Biotechnology program of study to facilitate year one and two students while maintaining an academic cohort group for each year group of Biotechnology students thus working towards a complete program offering for year 2014.			
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
	Acquisition of instructional resources	Review current on-hand instructional material/	Industrial Biotechnology	Students prepared to advance from current	Year 1 and 2 Benchmarks as

1	necessary to facilitate optimal student success	lab supplies and equipment required for instruction according to FLDOE curriculum frameworks, requisition equipment based in course requirements	instructor; School-based administration; and, Coordinator, CAPE-STEM	year of study to the following year of study as evidenced by successful mastery of benchmarks.	outlined throughout Industrial Biotechnology Curriculum Frameworks
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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
Provide opportunity for certification in Industrial Biotechnology through Center of Excellence for Regenerative Health Biotechnology	9-12 Industrial Biotechnology	Center of Excellence for Regenerative Health Biotechnology (CERHB-University fo FLorida and Santa Fe College)	Industrial Biotechnology instructor	Summer of 1012	Continued development of program, students completion of years 1/ 2 course work compared to those students prepared to complete Industry Certification at the end of year 3.	Industrial Biotechnology Instructor, School-based administration and Coordinator, CAPE-STEM

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
Purchase and utilize a class room set of iPAD 2 for the Industrial Biotechnology program of Study	Apple iPad 2; Apple TV; and IMAC computer system	RTT-CAPE STEM	\$25,000.00
			Subtotal: \$25,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Industrial Biotechnology Teacher Experience	Center of Excellence for Regenerative Health Biotechnology (CERHB) University of Florida	RTT-CAPE STEM	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$28,000.00

# Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Increase the number of students receiving Industry Certifications in the appropriate Career and Technical Education program of study.			
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	Insuring all students deemed certifiable are registered to take and successfully complete the industry certification assessments related to each program of study offering industry certification: Allied Health Assisting; Information Technology; Agritechnology; Industrial Biotechnology; and, Culinary Arts	Review student performance throughout on required skills related to each program of study. Register those students who are considered ready to complete certification examinations May 1, 2013. Students in Agritechnology, Industrial Biotechnology and Culinary Arts will complete the initial stages of industry certification and be prepared to test in academic year 2013-14.	Individual Career and Technical Education teachers; School-based administrators and Coordinator of CAPE-STEM	Results from annual Industry Certification examinations compared to previous year.	Certified Nursing Assistant; Adobe Photoshop, Flash and Dreamweaver examinations

## 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
Lesson Study, NG-CAPRD certification and Literacy Design Collaborative	Grades 9-12; Criminal Justice Operations; Agritechnology, Allied Health Assisting; Digital Design; Web Design; Early Childhood Education; Industrial Biotechnology and, Culinary arts	Lesson Study: Jack McClellan; NG-CARPD: Lea Kalinowski; LDC: Southern Regional Education Board	Sapp; Smith, D; Smith, R; Dyke; Radel; Thomas; Ray	Monthly Early Release days as scheduled by district office. Lesson study is being incorporated into PD schedule once per semester.	Periodic review/ observation by school based administration insuring learned instructional strategies are being incorporated into each subject area	Killingsworth

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount



Introduce Culinary arts as an additional Career and Technical program offering for MCHS students	Textbooks, equipment and supplies necessary for successful program	Perkins	\$5,000.00
			Subtotal: \$5,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate a class room set of iPADS into Industrial Biotechnology program to expand technical explorations for all students	Apple iPad 2; Apple TV; IMAC computer	RTT-CAPE STEM	\$25,000.00
			Subtotal: \$25,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
LDC NG-CARPD	Jill Potts, SREB Lea Kalinowski, NG-CARPD trainer	SIG	\$10,000.00
			Subtotal: \$10,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Attempt to develop a secondary Welding Career and Technical Education program through an inter district agreement with regional regional technical center	Retrofitting of current facility to accommodate modern welding and metal fabrication equipment to include electrical supplies, facility upgrades and furnishings	District funding	\$50,000.00
			Subtotal: \$50,000.00
			<b>Grand Total: \$90,000.00</b>

End of CTE Goal(s)

## Additional Goal(s)

### Single School Culture Goal:

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

1. Single School Culture Goal Single School Culture Goal # 1:	n/a			
2012 Current level:	2013 Expected level:			
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
No Data Submitted						

### Budget:

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

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

*End of Single School Culture Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NGCARPD	NGCARPD trainer	SIG	\$5,000.00
Reading	KAGAN	Initial KAGAN training for Ms. Johnson	SIG	\$1,700.00
Writing	WriteScore	Practice scored essay writing	District	\$2,800.00
Suspension	Positive Behavior System	Behavior rewards	SIG	\$1,500.00
Dropout Prevention	1. Students in jeopardy of not graduating will be identified and placed on an accelerated graduation plan. 2. Attendance, discipline and academic data will be monitored frequently.	The graduation coach will continuously monitor potential dropouts	SIG	\$45,000.00
Dropout Prevention	Extended school day	SIG	SIG	\$150,000.00
CTE	Introduce Culinary arts as an additional Career and Technical program offering for MCHS students	Textbooks, equipment and supplies necessary for successful program	Perkins	\$5,000.00
				Subtotal: \$211,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	TeenBiz (Achieve 3000)	Differentiated reading instruction	District	\$30,000.00
Science	Purchase of Gizmos	Electronic lab activities		\$5,000.00
Dropout Prevention	A credit recovery program will be provided to students who are not on track for graduation.	Education 2020	District	\$20,000.00
Parent Involvement	Keeping parents informed	1. ConnectEd subscription 2. FOCUS Parent Portal Subscription 3. Mailing of progress reports	District	\$20,000.00
STEM	Purchase and utilize a class room set of iPad 2 for the Industrial Biotechnology program of Study	Apple iPad 2; Apple TV; and IMAC computer system	RTT-CAPE STEM	\$25,000.00
CTE	Incorporate a class room set of iPADS into Industrial Biotechnology program to expand technical explorations for all students	Apple iPad 2; Apple TV; IMAC computer	RTT-CAPE STEM	\$25,000.00
				Subtotal: \$125,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NGCARPD	SIG	SIG	\$0.00
Reading	LDC	SREB LDC	SIG	\$5,000.00
Mathematics	MDC	SREB MDC	SIG	\$5,000.00
Science	PD: Differentiation & Enrichment	Science coach will provide job embedded PD	SIG	\$45,000.00
Science	PD : NGCAR-PD and CIS	Science and reading coach will provide job embedded PD	SIG	\$3,500.00
Suspension	KAGAN	Initial training for Mr. Williams	SIG	\$1,800.00
New strategies for				

Dropout Prevention	engaging apathetic learners will be explored	Training for graduation coach	SIG	\$1,000.00
STEM	Industrial Biotechnology Teacher Experience	Center of Excellence for Regenerative Health Biotechnology (CERHB) University of Florida	RTT-CAPE STEM	\$3,000.00
CTE	LDC NG-CARPD	Jill Potts, SREB Lea Kalinowski, NG-CARPD trainer	SIG	\$10,000.00
				Subtotal: \$74,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Attempt to develop a secondary Welding Career and Technical Education program through an inter district agreement with regional regional technical center	Retrofitting of current facility to accommodate modern welding and metal fabrication equipment to include electrical supplies, facility upgrades and furnishings	District funding	\$50,000.00
				Subtotal: \$50,000.00
				Grand Total: \$460,300.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 10/26/2012)

## 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
Recognition for student achievement.	\$10,000.00
Teacher appreciation events	\$1,000.00

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

Monthly meetings, normally on the first Tuesday of the month.

# 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

Madison School District MADISON COUNTY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	49%	69%	30%	179	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	41%	69%			110	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	74% (YES)			116	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					415	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Madison School District MADISON COUNTY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	57%	80%	19%	188	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	41%	74%			115	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?	34% (NO)	63% (YES)			97	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					400	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested