FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: INLET GROVE COMMUNITY HIGH SCHOOL

District Name: Palm Beach

Principal: Dr. Emma Banks

SAC Chair: Mr. J. R. Thicklin

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/14/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Emma Banks	Doctor of Education, Business Education 6-12, Marketing 6-12 , Cooperative Education Endorsement	23	19	2010-2011 - Pending 85% AYP 2009-2010 - B - 90% AYP 2008-2009 – D - 87% AYP 2007-2008 – C - 92% AYP 2006-2007 – C – 87% AYP 2005-2006 – C – 90% AYP 2004-2005 – C – 87% AYP
Assis Principal	Jon Myszkowski	M. Ed Social Sciences 7-12	19	34	2010-2011 - Pending 85% AYP 2009-2010 - B - 90% AYP 2008-2009 – D - 87% AYP 2007-2008 – C - 92% AYP 2006-2007 – C – 87% AYP 2005-2006 – C – 90% AYP 2004-2005 – C – 87% AYP
Assis Principal	Kemia Lockhart	Bachelor of Arts in English Master of Science in Educational Leadership	6	2	2010-2011 - Pending 85% AYP 2009-2010 - B - 90% AYP 2008-2009 – D - 87% AYP 2007-2008 – C - 92% AYP 2006-2007 – C – 87% AYP 2005-2006 – C – 90% AYP 2004-2005 – C – 87% AYP

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)
Adminstrative Intern	Shelley Kelley	BA English MS Admin ESOL Endorsed	2	2	2010-2011 Inlet - Pending 85% AYP 2009-2010 Inlet - B - 90% AYP 2006-2007 D Pahokee Middle Senior H.S. 2005-2006--C--P.M.S.H.S. 2004-2005--C--P.M.S.H.S. 2003-2004--C--P.M.S.H.S. 2002-2003--D--P.M.S.H.S. 2001-2002--F--P.M.S.H.S.

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	Inlet Grove Community High School attends the District sponsored job fairs to recruit highly qualified instructors. We provide the Educator's Support Program for our new instructors. For instructors already in the school we provide opportunities for them to attend Professional Development Workshops provided by the College Board, Florida Department of Education, the Sponsor and other private training organizations.	Principal, Assistant Principals	Attend Job Fairs when they are available. ESP will be on going for entire year. College Board w/s will be completed before end of July.	Applicable
2	Inlet Grove will implement the comprehensive strategic action plan for meeting and or exceeding capacity requirements for qualified, effective classroom instructors pursuant to class size reduction to meet the state requirements. We will encourage teachers to seek National Board certification for Professional Teaching Standards. We will recommend to the Governing Board policies and practices that increase retention of high performing teachers in the classroom.	Principals and Assistant Principals	During Pre School workshops	Applicable
3	Inlet Grove Community High School will create an effective culture of continuous learning for staff that is directly tied to student learning and other school goals. Mirroring the higher expectations held for their students, Inlet Grove Community High School expects their staff to continue to learn and increase their expertise as well.	Principal, Assistant Principals	On Going throughout the school year	Applicable
4	Professional Development Opportunities are provided to instructors, administrators and other personnel as an ongoing part of Inlet Grove Community High School. These Professional Development Opportunities are provided by the sponsor and our instructors are allowed to attend.	Principal and Assistant Principals	On Going throughout the school year	Applicable
5	Inlet Grove will also implement the Marzano approach to teacher evaluation dedicating all school based professional development to this end.	Principal and Assistant Principals	On going throughtout the year	Applicable

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
	Encourage teachers to take the necessary

.04% (2/45)	SAE/Endorsement for certification/HQ compliance and ESOL courses for Out of compliance status. Encourage teachers to take additional course work the necessary SAE/Endorsement for certification/HQ compliance and ESOL courses for Out of compliance status.

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
43	11.6%(5)	48.8%(21)	32.6%(14)	2.3%(1)	25.6%(11)	100.0%(43)	16.3%(7)	0.0%(0)	23.3%(10)

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
Ma Lourdis Reyes	Gina McDonald Daniel Mesick	This math mentor will be able to model lessons and implement Classroom management strategies to help the teacher that is struggling with Classroom Management.	The mentor and the Mentee will be meeting weekly to discuss evidence based research on classroom management strategies.
Kristi Kirkman	Michelle Hulan	The mentor is knowledgeable with the Common Core State Standards. The mentor is also the English Department Lead.	The mentor will meet with the mentee weekly to discuss the Common Core State Standards in English for 11-12 students. The mentor will also discuss differentiated instruction and access points. The mentor will also discuss The FCAT Specifications
Kelly Lambert	Rachel Mathias	This mentor has acquired the knowledge and skills to guide this new teacher. Together they will develop the strategies for the 10th Grade.	The mentor and the Mentee will be meeting weekly to discuss evidence based research on classroom management strategie as well as the Common Core Language Arts Standards.
Jay Boggess	Melissa Eaton	As career Assistant Principal Mr. Boggess will assist with the development of the Graphic Design Program also addressing	The mentor and the Mentee will be meeting weekly to discuss evidence based research on classroom management strategies.

		the implmentation of the Common Core Standards.	

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

Federal Funds are used to provide free breakfast for students in need.
Parent training provided monthly for parental support of their children.
Tutoring provided to the lowest performing 25% of the students. Tutoring is provided after school in Reading and Mathematics

Professional Development Activities
A Parent Liaison is provided to provide parental support and parent trainings every month.
Funds are used to provide an above allocation reading teacher to further reduce class sizes and provide after school tutorial.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction is provided after school to students that need extra help. They consist of mainly FCAT Level 1 and Level 2 students. These instructions are provided from 3:15 pm - 4:30 pm. Snacks are provided for students during this time.

Violence Prevention Programs

Violence Prevention Programs
This school administration did a workshop with all its faculty and staff on School District Policy 5.002: Prohibiting Bullying and Harassment. This workshop dealt with the "Jeffery Johnson- Stand Up For All Students Act". The Administrators then went to individual classrooms to present this School District Policy 5.002 to all students. Teachers are required to address this policy with their students using this sample letter that follows:

Sample of a Class Address Regarding Bullying and Mistreatment
The following script might be used to convey information about the Jeffrey Johnston Stand Up For All Students Act and School District Policy 5.002.
This sample monologue might best be delivered on the first day of school, when teachers often set the tone for the year and establish other
guidelines for personal interaction.

"Class, all the teachers in the District have been asked to inform their students about the Florida State Law that was enacted in 2008 entitled the
Jeffrey Johnston Stand Up For All Students Act. Our District, along with all the others in the state, was directed to write a

policy expressly

forbidding bullying and harassment. Part of that policy calls for every student to be educated about the nature of bullying and what people should do if they feel bullied or see others being bullied." "Bullying is not just physical threat. The law is very broad. The State defines bullying as unwanted teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious or racial/ethnic harassment, public humiliation, damaging or destroying property, cyber bullying and cyber-stalking. As you might guess, just about every form of intentional meanness is covered in the policy. What this means for you and me is that no one is allowed to mistreat others, and people in authority can not fail to respond to complaints of bullying and harassment when reports are made. The policy says that we MUST investigate all complaints within a day of hearing them, and must inform the parents of the people accused and the people targeted about the investigation. In other words, every complaint is taken very seriously, and we pursue everything. So please make sure you watch what you say and do to others. If a joke or a comment could

be taken the wrong way, don't say it. If you unintentionally say or do something that could be taken as bullying or harassment, you better try to

clear it up right away. " "The policy requires one other thing: we have to tell you ways that you can report bullying of yourself or others. Of course you can tell any staff member, and we will take your report. If you would feel more comfortable reporting things anonymously, this is the way you would do it." (Give school specific reporting numbers and locations of drop boxes.)"

In addition, there are "Anti-Bullying Signs" posted throughout the buildings at this school. There is also a Phone Number posted with the sign and a Drop Box in the Media Center and in Guidance where students can get information on acts of violence or Bullying to the Administrative, Security or Discipline Staff at the School. We clear the Box and Phone messages daily and address all complaints with diligence and urgency.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Free Breakfast
Nutritional snacks for tutorials after school

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Inlet Grove is a Community High School. Our Night Program Offers a variety of Programs and Courses to meet the needs of our community. This school offers Nursing, ESOL and GED Courses.

Career and Technical Education

This is a Career School that offers the following Career Programs:

1. Commercial Arts, Graphic Design
2. Pre Medicine
3. Nursing (LPN)
4. Health Science Technology
5. Pre-Law
6. Pre Architecture
7. Pre Engineering
8. Television Production
9. Culinary Arts and Restaurant Management
10. Journalism
11. Web Design

Every student selects one of these Careers and are continuously enrolled in a career course throughout their four years at this school.

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School Base Response to Intervention Team consists of:
1. Principal – Dr. Emma Banks,
2. Assistant Principal for Curriculum and Instruction, Jon Myszkowski
3. Guidance Counselor, Christine Williams
4. Assistant Principal for Assessment and AP Curriculum, Kemia Lockhart
5. Department Chairs, Ragini Kallem - Science
6. ESOL Coordinator, Aluis Dorvil
7. ESE Coordinator- Jimmy Bell
8. Assistant Principal – Jack Myszkowski

The Principal provides a Data Based Driven Vision and Mission for the School to ensure that the Response to Intervention Model for the school will be implemented fully and effectively. This School will implement the "Tier Model" as well as the "Problem Solving Model"

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 RtI/Inclusion Facilitator was a new position for SY10. This individual has been replaced for this academic year and hence, the school will experience a period of retraining and retooling of efforts in this area. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.
Describe how the school-based RtI Leadership Team functions (e.g., meeting process).
The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be 2
developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identifed problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY10 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%
AYP and subgroups
strengthens and weaknesses of intensive programs
mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process

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 academic data source for RtI is twofold--first, Palm Beach County provides its schools with the Educational Data Warehouse (EDW), a tool for storing and analyzing data from the FCAT and the county's diagnostic assessments. This data is used as baseline data at the beginning of the school year with the diagnostic data being used as checkpoints in October and January.
The second source for academic data is teacher-generated assessments. The RtI Leadership Team is in a perfect position to coordinate these two types of academic data. The students who will fall primarily under the team's microscope are those for whom a disparity exists between the two data sources.
Behavior data is generated from school-based student referrals and previous behavior history. Again, the school's primary objective is to look for discrepancies between history and the current reality.

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Palm Beach County provides its high schools with monthly Late Start Days which are utilized for teacher training.
There is a collaborative project between the Florida Department of Education and the University of South Florida on "Problem Solving and Response to Intervention". The University of South Florida is offering an Online Course free of charge. The approximate duration of this course is five hours. All Staff members will be required to take the Problem Solving and Response to Intervention course and pass. They would then print their Certificate of Successful Completion

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Emma Banks, Principal
Jack Myskowski, Asst. Principal
Shelley Kelley, Learning Team Facilitator
Kemia Lockhart, Assistant Principal
Margaret Bell, Media Specialist

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

The Literacy Leadership Team coordinates the vision of a school-wide culture of literacy which the school will attempt to implement for the FY12 academic year. The team shall meet monthly beginning in September.
Members Kelley and Lockhart will coordinate communications from the team to the faculty, students, and parents.
The goals of the LLT will be widely displayed throughout the school.
Teachers will be trained in the implementation of the team's objectives during the Late Start teacher training opportunities.

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

To create a school-wide culture of literacy.
To increase the utilization of the resources of the media center.
To promote reading across all disciplines.
To involve parents and community members in literacy efforts.
To develop a common vocabulary for all teachers in regard to literacy.
To become a center for enrichment for teachers, students, administrators, and community members alike.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/12/2012)

*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.

*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?

1. The score of "level 3 or better" on the FCAT represents a desired level of proficiency in reading and math.
2. Level 3 math courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high School honors, and other courses designated as Level 3 in the Course Code Directory.
3. Level 3 science courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high school honors, and other courses designated as Level 3 in the Course Code Directory.
4. Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses are rigorous courses that help prepare students for success in college.

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?

1. "College Prep Curriculum" is defined as the completion of high school courses that satisfy State University Admission requirement.
2. This includes students who took a high school Algebra 1 course or the equivalent while in middle school; allowing students to enroll in advanced levels of math courses upon entering high school.
3. PSAT and PLAN are standardized diagnostic examinations that are funded by the state and offered to tenth grade high school students free of charge. The results indicate areas of strength and weakness related to college readiness.
4 Students who score at or above the college-level cut scores on the SAT/ACT/CPT are placed into college credit courses and do not require remediation.
5. "Bright Futures Eligible" defines the number of students who met all eligibility requirements for at least one of the 3 Bright Futures Scholarship awards; reporting those eligible for the maximum award (Academic, Medallion, or Gold Seal Vocational Scholarship).
6. Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses are rigorous courses that help prepare students for success in college.

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

1. Level 3 math courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high School honors, and other courses designated as Level 3 in the Course Code Directory.
2. Dual enrollment courses are rigorous college courses that allow students to earn both high school and college credit.
3. Level 3 science courses are defined as dual enrollment, Advanced Placement, International Baccalaureate, AICE, high school honors, and other courses designated as Level 3 in the Course Code Directory.
4. Dual enrollment courses are rigorous college courses that allow students to earn both high school and college credit.
5. The number of graduates who took the SAT or ACT divided by the total number of graduates (may include duplicates if students took both exams).

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:	Based on the analysis of student achievement data additional opportunities for students to take AP and honors classes will be made available. Students will be given rubrics based on their learning goals and objectives on a routine basis. The rubrics will allow students and teachers to better monitor the progress of their learning and to be able to set reasonable learning goals.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
The percent of students scoring at the Proficiency Level in Reading in the SY 2012 FCAT Reading Test was 33%.	The percent of students that will score at the Proficiency Level in Reading in the SY 2012 FCAT Reading will be at least 50%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring teachers use effective instructional strategies that promote analytical and critical thinking.	Professional development for CRISS strategies will be given for all teachers. Administrators will carefully observe the instructional practices and provide guidance, feedback, and possible modeling of instruction.	Administrators, Reading Facilitator, and other Instructional Leaders	Classroom instructional observations will be conducted at least twice per week. Immediate feedback and consultation will be available for all teachers. Peer observation of other effective classroom instruction will be scheduled when needed.	Formal and informal observation and evaluation rubrics which indicate the teachers' stages of professional development.
2	District pacing charts may need to be adjusted to re-teach high need benchmarks	School will diagnose student weaknesses using Fall Diagnostic Test Data Analysis/Item Specifications.	Language Arts, & Social Studies Teachers, Department Instructional Leaders, Administrators, Reading Facilitator-Ashley Cartwright, and Reading instructors Wayne Ricketts and Linda Janney.	Conduct data chats, classroom walkthroughs, and review lesson plans.	Fall/Winter Diagnostic Tests
3	Percent of students in the lowest 25% in grades 9 and 10	Develop an Instructional Focus Calendar for Reading, Social Studies, and English classes.

Implement FAIR assessment at all level 1 and 2 students as a tool for monitoring progress.

Expand collection of library books | Reading Facilitator and Instructors Wayne Ricketts and Linda Janney, English Chair, and Administration | Administration will monitor implementation through classroom walk throughs, focus calendars and review FAIR data reports. | FCAT results, diagnostic results, FAIR results, and classroom walk throughs. |

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on the analysis of student achievement data additional opportunities for students to take AP classes will be made available. PSAT score consultation will be conducted by Reading Teachers as well as the guidance counselors.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students meeting High Standards in Reading was 33% (155 students).	The percent of students who will meet high standards in reading 2013 FCAT Reading will be at least 50% (235 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	Ensuring instruction is individualizedto cater to the specific learning needs of each student. Incorporating challenged reading instruction across the content areas.	1. Teachers will increase the number of Low, Medium, and High Cognitive Complexity Level Questions used in their classrooms during Instructions. 2.Ensuring instruction is aligned with the FCAT 2.0 benchmarks and standards. 3. All content area teachers will infuse the Sunshine State Standards in their lessons to address content area FCAT Reading benchmarks as part of the school wide reading across the curriculum plan.	Principal,Assistant Principals, Reading faciliatator, Instructional leaders	The principal, assistant principal, and instructional leaders will use informal and formal observation and evaluation tools to determine the effectiveness of the strategy. An Instructional Focus Calendar and the lessons correlate to the lesson plans. 2. The Administration and Reading facilitator will monitor implementation of the Instructional Focus calendar through classroom visitations.	1. Formal and informal classroom observation tools which include rubrics to determine professional performance level.

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

of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on the analysis of student achievement data we will increase the percentage of students making learning gains by closely monitoring student academic progress through portfolios which will chart and monitor progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students scoring at the Proficiency Level in Reading in the SY 2012 FCAT Reading Test was 38% (179).	The percent of students that will score at the Proficiency Level in Reading in the SY 2013 FCAT Reading will be at least 50% (235).

	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	Differentiating Reading Instruction for optimum reading comprehension success.	1. Reading teachers will incorporate computer reading program, Skills Tutor, into their curriculum. The reading facilitator will model methods of diagnosing areas where skill development is needed. Teachers and students will engage in data chats using the data from their work folders.	1. The Principal, designated Assistant Principal and Reading Facilitator 2. Designated Assistant Principal and Reading Facilitator 3. The Principal and the Reading Facilitator	1. Routine classroom visitations, observations and feedback provisions. lesson plan evaluation. Instructional Focus Calendars will also be implemented. The reading facilitator will also monitor the implementation of the focus calendar through classroom walkthroughs.	1. Informal and formal instructional observation tools which will include rubrics that help the teacher and administrator determine the teachers' professional skill level.
2	Student engagment and understanding of reading strategies	Reading Department will meet weekly to create instructional strategies. Reading department will also meet with Social Studies and Language Arts Department Chairs and coordinate instructional strategies and align reading content.	Reading, Language Arts, & Social Studies Teachers, Department Instructional Leaders, and Administrators	Review lesson plans, conduct classroom walkthroughs, and monitor use of scope & sequence and Instructional Focus Calendar.	Fall/Winter Diagnostic Tests

3	Need for cross curricular reading strategies	CRISS trainings during LTM and PDDs.	Reading facilitator and administrators.	Record Benchmarks in lesson plans and on LTM agendas.	Fall/Winter Diagnostic Tests and FCAT.
4	Lack of common planning to review and implement changes	Weekly department meetings to discuss progress and create instructional strategies.	Teachers, Reading facilitator and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on the analysis of student achievement data over 50% of the lowest 25% will show reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Percentage of students in Lowest 25% making learning gains in Reading in SY 2011 was 42%.	The Percentage of students in Lowest 25% making learning gains in Reading in SY 2012 will at least be 50%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivating struggling readers to set goals for improving their own reading comprehension.	1. The school will implement Core K-12 and MY SKILLS TUTOR Reading program for all students in grades 9-10 and all students needing Reading Remediation in the SY 2012-2013 2. Teachers will hold individual data chats with students to help them set and monitor their own learning progress. Teachers will also	1. The Principal, designated Assistant Principal and Reading Facilitator 2. Designated Assistant Principal and Reading Facilitator 3. The Principal and the Reading Facilitator	1. Review Core K12 and MY SKILLS TUTOR student performance data to verify that teachers are following the Instructional focus Calendar The review of teacher lesson plans.	Informal and formal instructional observation tools which will include rubrics that help the teacher and administrator determine the teachers' professional skill level.

ncrease the number of Medium and High Cognitive Complexity Level Questions used in their classrooms during Instructions.
3. An instructional focus calendar for Reading will be developed for use by all Reading teachers.
4. Students will be taught by grade level as opposed to mixed groups.

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on the analysis of student achievement data over 50% of our ethnic students will make reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of Black and Economically Disadvantage students scoring at the Proficiency Level in Reading in the SY 2012 FCAT Reading Test is 28% (104), and 31% (118), respectively.	The percent of Black, and Economically Disadvantage students that will score at the Proficiency Level in Reading in the SY 2012 FCAT Reading will be at least 50% and 50% respectively.

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	Meeting the needs of the diverse learning community of Inlet Grove Students.	1. The school will incorporate a variety of instructional strategies for optimum reading comprehension success eith the students. The reading facilitator or Assistant Principal over reading will model effective teaching. 2. Teachers will increase the number of High Cognitive Complexity Level Questions used in their classrooms during Instructions. 3. An instructional focus calendar for Reading will be developed for use by all Reading teachers.	1. The Principal, designated Assistant Principal and Reading Facilitator 2. Designated Assistant Principal and Reading Facilitator 3. The Principal and the Reading Facilitator	1. Review Core K12 student performance data to verify that teachers are following the Instructional focus Calendar and the Evaluation Lesson Plans and Instructional Focus Calendar all correlate. 2. Review teachers lesson plans weekly and verify through Classroom Walkthroughs that the lesson plans are aligned to the benchmarks of the Instructional Focus Calendar and the lessons correlate to the lesson plans. 3. The Administration and Reading Facilitator will monitor implementation of	Informal and formal instructional observation tools which will include rubrics that help the teacher and administrator determine the teachers' professional skill level and data from CORE K12 and Fall/Winter diagnostics.

				the Instructional Focus calendar through classroom walkthroughs.	

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:	Based on the analysis of student achievement data over 50% of our ethnic students will make reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (4) of ELL students were proficient for SY 2011-2012	20% of ELL students should achieve proficiency.

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	Meeting the needs of ELL students	Professional Development in CRISS strategies and Individual Academic Mentoring and goal setting.	Reading facilitator and Administrators.	Classroom walk throughs and lesson plans.	Classroom walkthrough logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on the analysis of student achievement data over 50% of our ethnic students will make reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (5) of SWD achieved mastery.	Increase to 20% of SWD to achieve mastery.

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	Implementing Professional Development programs for every teacher	Professional development opportunities for CRISS strategies.	Reading facilitator and administrators.	Classroom walk throughs and lesson plans.	Classroom walk through logs and diagnostic and FCAT test data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on the analysis of student achievement data over 50% of our ethnic students will make reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

The percent of Economically Disadvantage students scoring at the Proficiency Level in Reading in the SY 2012 was 31% (118).	The percent of BEconomically Disadvantage students that will score at the Proficiency Level in Reading in the SY 2013 will be at least 50%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Individualizing instruction ot cater to the diverse learning needs of the students.	1. Teachers will differentiate their instruction to meet the diverse learning needs of their students by having data chats, using flexible grouping in their instruction, and by implementing progress monitoring strategies such as the use of portfolios.	1. The Principal, designated Assistant Principal and Reading Facilitator 2. Designated Assistant Principal and Reading Facilitator 3. The Principal and the Reading Facilitator	Diagnostic assessment evaluation and analysis.	Informal and formal instructional observation tools which will include rubrics that help the teacher and administrator determine the teachers' professional skill level Results of diagnostic assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS Strategies Training	9-12	Sandy Flemming Ashley Cartwright	school-wide	PDDs and LTMs	Classroom walkthroughs and Portfolios.	Reading facilitator and administrators.
Implementation of the 4 Marzano Learning Goals: (Writing; Reading; Vocabulary; Multicultural) throughout the curriculum	9-12	Classroom Instructors	school-wide	Daily	Classroom walkthroughs; Portfolios; I Observation	Reading facilitator and administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Reading Teachers Wayne Ricketts Linda Janney	To provide supplemental reading teachers and support and to provide for the smallest class sizes possible.	Title I 5150	$88,649.78
Classroom Supplies	To provide resource material and to build classroom libraries in our reading classrooms	Title I 5150	$2,429.84
			Subtotal: $91,079.62

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
Ashley Cartwright-Reading Facilitator	Providing Reading support throughout the school and to help teachers implement the 4 Marzano Learning Goals throughout the Curriculum	Title I 6402	$43,406.11
Supplies	To build a professional resource library	Title I 6402	$8,125.71
			Subtotal: $51,531.82
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $142,611.44

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:	All LEP/ESOL students are fully emersed in the school programs and are served by the existing strategies provided to all students.
2012 Current Percent of Students Proficient in listening/speaking:	
All LEP/ESOL students are fully emersed in the school programs and are served by the existing strategies provided to all 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
No Data Submitted				

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

High School Mathematics AMO Goals

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%.	Mathematics Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the 2012 Algebra I EOC, 64 % (6) of white students, 43% (89) of black students, 66 % (22) of Hispanic Students, 80 % (2) of Asian students, and 67% (2) of American Indian students were proficient. On the 2013 Algebra I EOC, 70%(9) of white students, 50%(92) of black students, 70%(29) of Hispanic students, 100%(2) of Asian students, and 75%(3) of American Indian students will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (6) Black: 43% (89) Hispanic: 66% (22) Asian: 80% (2) American Indian: 67% (2)	White: 70% (9) Black: 50% (92) Hispanic: 70% (29) Asian: 100% (2) American Indian: 75% (3)
	Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development & interdepartmental planning	Training and time for planning to align Algebra 1 instruction with the Algebra EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
2	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments.
	Classroom time	All Algebra 1 classes will	Department	Review lesson plans and	Informal

3	constraint & technology and/or hardware/software failures	consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Instructional Leaders, Mathematics Teachers, and Administrators .	conduct classroom walkthroughs.	assessment of student progress.
4	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Algebra Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
5		Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)			
6	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction. Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders, Mathematics/Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
7	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2012 Algebra I EOC, 63% (5) of ELL were proficient. On the 2013 Algebra I EOC, 70% (7) of ELL students will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5) of ELL were proficient.	70% (7) of ELL were proficient.

	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	Testing via computers pose an issue for some ELL students.	Ensure ELL students have access to computer labs and take regular classroom tests via computer.	Administrators, DIL	Monitoring via Core K12 reports as well as analysis of Fall/Winter diagnostic assessments	Common assessments Bi-monthly Learning Team Meetings in order to review data to drive decision making. .

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of Algebra 1 students with disabilities achieving a Level 3 will increase to 40% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (7) of SWD were proficient.	40% (11) of SWD will be proficient.

	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	Varied background of the students	Teachers will continue training with differentiated instruction through follow-ups on Professional Development Days. Teachers will utilize the Pearson Success program which will assign remediation to students based on performance. FCIM will be developed to remediate students based on diagnostic results. Level 1 and Level 2 students will be placed in Intensive Math or Algebra Credit Recovery classes	Administrators, DIL, , Guidance Counselors	Administration will monitor that teachers are utilizing strategies learned to meet the learning needs of the students. Effectiveness will be determined through lesson planning and classroom observations as well as Learning Team Meetings,and results of common assessments and diagnostic testing.	Learning Team Meetings Classroom Walk-throughs Data from diagnostic testing and common assessments
2	Use of technology to enhance instruction and assessments is limited due to a lack of resources.	Teachers will utilize available technology tools to enhance student learning styles and to obtain immediate feedback on assessments	DIL, Administrators	Administration will monitor that teachers are utilizing strategies learned to meet the learning needs of the students. Effectiveness will be determined through lesson planning and	Learning Team Meetings Classroom Walk-throughs Data from diagnostic testing and common assessments

				classroom observations as well as Learning Team Meetings,and results of common assessments and diagnostic testing.	

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percent of Algebra 1 students acieving a Level 3 will increase to 55% (135)
2012 Current Level of Performance:	2013 Expected Level of Performance:
IGHS: 45% (127) achieved Level 3 District: 32% (1310) achieved Level 3 State: 37% (27525) achieved Level 3	55% (135) of Algebra 1 students will achieve proficiency on the Algebra 1 End-of-Course

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	Classroom assessments do not always mirror the rigor of the EOC.	Algebra teachers will plan weekly meeting with DIL/AP and produce action items to help resolve classroom needs/issues using the Item Specifications of EOC questions as guidelines. Teachers will routinely incorporate Everglades questions provided by the District for Title I schools.	DIL/AP	Items created at weekly meetings will be incorporated in common assessments.	Results of common assessments and District semester exams
2	Testing via computers pose an issue for some Economically Disadvantaged students.	Ensure Economically Disadvantaged students have access to computer labs and take regular classroom tests via computer.	Administrators, DIL.	Monitoring via Core K12 reports as well as analysis of Fall/Winter diagnostic assessments.	Common assessments. Bi-monthly Learning Team Meetings in order to review data to drive decision making

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percent of Algebra 1 students acieving a Level 3 will increase to 55% (246)
2012 Current Level of Performance:	2013 Expected Level of Performance:
IGHS: 45% (283) achieved Level 3 District: 32% (4094) achieved Level 3 State: 37% (74,392) achieved Level 3	55% (246) of Algebra 1 students will achieve proficiency on the Algebra 1 End-of-Course

	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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom assessments.
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Algebra 1 instruction with the Algebra EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Algebra 1 classes will consistently give a Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Algebra Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests

		practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)			
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RtI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percent of Algebra I students achieving a Level 4 or 5 ncrease by 20% (42)
2012 Current Level of Performance:	2013 Expected Level of Performance:
IGHS: 17% (48) achieved a Level 4 or 5 District: 24% (3,070) achieved a Level 4 or 5 State: 21% (42,223) achieved a Level 4 or 5	The percent of Algebra I students acieving a Level 4 or 5 will increase to 20% (42)

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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Algebra 1 instruction with the Algebra EOC	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12)and/or

					Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and address interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Algebra 1 classes will consistently give a daily Warm-Up or Problem of the Day and Exit Card subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Teachers and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Algebra Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments (CORE K12)and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments

				indicated by student progress.	
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administration	Document usage in lesson plans.	Increased student performance on daily work and assessments.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percent/number of Lowest Third will decrease by 10% (138) and the percent/number of Middle and Highest Third will increase by 10% (125), respectfully.
2012 Current Level of Performance:	2013 Expected Level of Performance:
IGHS Average Score Baseline Data: 42 Mean Score IGHS Low, Middle, High: 59%, 30%, 12% OUT OF 182 STUDENTS	IGHS Average Score: 51%(125) IGHS L1-2,L3, L4-5: 49%(121), 35%(86), 16%(39)

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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of Pearson Success Net (PSN) in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Geometry instruction with the Geometry EOC Benchmarks.	Administrators and Department Instructional Leaders	Record Benchmarks covered in lesson plans.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and develop interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by	Teachers and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments

					student progress.
6	Classroom time constraint & technology and/or hardware/software failures	All Geometry classes will give a daily Warm-Up or Problem of the Day and subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
7	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to make-up Diagnostic Testing.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Compare previous years attendance percentage to most recent students tested.	Winter Diagnostic Test Data Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Geometry Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RtI Team, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of	Increased attendance rate

			(attendance contracts, recognition, and incentives).		conferences.	
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administrators	Document usage in lesson plans	Increased student performance on daily performance

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The percent/number of Lowest Third will decrease by 10% (138) and the percent/number of Middle and Highest Third will increase by 10% (125), respectfully.
2012 Current Level of Performance:	2013 Expected Level of Performance:
IGHS Average Score Baseline Data: 42 Mean Score IGHS Low, Middle, High: 59%, 30%, 12% OUT OF 182 STUDENTS	IGHS Average Score: 51%(125) IGHS L1-2,L3, L4-5: 49%(121), 35%(86), 16%(39)

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	Professional Development & limited access to computer labs on campus	Teachers will use Pearson Success Net (PSN) to support visual and auditory learners to reach objectives.	Administrators and Department Instructional Leaders	Document use of PSN in lesson plans and review usage reports.	Classroom Assessments
2	Professional Development	School will provide training to implement District Curriculum Framework(s).	Administrators and Department Instructional Leaders	Monitor use of Scope & Sequence and Instructional Focus Calendar.	Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
3	Professional Development & interdepartmental planning	Training and time for planning to align Geometry instruction with the Geometry EOC Benchmarks.	Department Instructional Leaders and Administrators	Record Benchmarks covered in lesson plans.	Lesson plans and Common Assessments (CORE K12) and/or Fall/Winter Diagnostic Tests
4	Professional Development & interdepartmental planning	LTM and PDD days will be used for teachers to meet, discuss, and develop interdepartmental curriculum issues.	Teachers and Administrators	Review lesson plans and records of tutorial activities.	Increased student performance on assessments
5	Need for monitoring student progress	Teachers will monitor student performance and revise instruction as indicated by student progress.	Teachers and Administrators	Teachers will monitor student performance and revise instruction as indicated by student progress.	Increased achievement between assessments
6	Classroom time constraint & technology and/or hardware/software failures	All Geometry classes will give a daily Warm-Up or Problem of the Day and subsequent feedback.	Department Instructional Leaders, Mathematics Teachers, and Administrators	Review lesson plans and conduct classroom walkthroughs.	Informal assessment of student progress
	Students absent for Diagnostic Testing	Teachers will be aware of students who are absent and send to	Department Instructional Leaders, Mathematics	Compare previous years attendance percentage to most	Winter Diagnostic Test Data

#					
7		make-up Diagnostic Testing.	Teachers, and Administrators	recent students tested.	Analysis/Item Specifications and PANS Report
8	Need to remediate math students	Tier 1: (All students) School will: a) Determine core instructional needs of students. b) Provide differentiated instruction.	Department Instructional Leaders, Mathematics Teacher, and Administrators	Geometry Teachers and Administration will analyze the results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
9	Need to remediate math students	Tier 2: (Students requiring additional remediation) School will: a) Provide supplemental instruction and intervention for students not responding to core instruction. b) Determine focus of instruction by reviewing Common Assessments. c) Provide explicit instruction, modeled instruction, guided practice, and independent practice. (Supplemental instruction is provided in addition to core instruction through school based tutoring and Destination Math.)	Department Instructional Leaders, Mathematics Teacher, and Administrators	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly.	Common Assessments and/or Fall/Winter Diagnostic Tests
10	Need to remediate math students	Tier 3: (At Risk Students) School will plan targeted intervention for students not responding to core plus supplemental instruction. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	Department Instructional Leaders, Mathematics/Teacher, RtI Team, and administrators.	Mathematics Department will analyze results of Common Assessments at LTM and adjust curriculum accordingly; conduct classroom walkthroughs and review lesson plans.	Common Assessments and/or Fall/Winter Diagnostic Tests
11	Time and district pacing constraints	Teacher will monitor student performance on a regular basis and revise instruction as indicated by student progress.	Department Instructional Leaders and Administrators	Review instructional strategies and interventions regularly.	Increased achievement between assessments
12	Time constraints and student attendance	School will monitor attendance, using interventions to improve attendance (attendance contracts, recognition, and incentives).	Guidance Counselors and Administrators	Record interventions, recognitions, and incentives; maintain log of conferences.	Increased attendance rate.
13	Limited teacher/ student technology	Use Mobi in classrooms for increased student technology and student's daily participation.	Administration	Document usage in lesson plans.	Increased student performance on daily work and assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Workshop: How to use data to improve scores and move students: Data Analysis/Item Specifications,repo Educational Data Warehouse (EDW)	Algebra 1, Geometry and Geometry Honors	Department Instructional Leaders	Algebra 1 and Geometry Teachers	Ongoing as scores become available	Teacher feedback on subsequent assessments; EDW updates	Department Instructional Leaders and Administrators
Effective Implementation of the Curriculum Framework	Algebra 1, Geometry and Geometry Honors	Department Instructional Leaders	Algebra 1 and Geometry Teachers	August 2013	Review lesson plans and conduct classroom walkthroughs	Department Instructional Leaders and Administrators
District Training on CRISS Strategies by Sandy Flemming	All Grades all Levels	Department Instructional Leaders	All teachers	Dec 2012	Review lesson plans and conduct classroom walkthroughs	Department Instructional Leaders and Administrators

Mathematics Budget:

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

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:	Inlet Grove uses no alternative assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Inlet Grove uses no alternative assessments.	Inlet Grove uses no alternative assessments.

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	Inlet Grove uses no alternative assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Inlet Grove uses no alternative assessments.	Inlet Grove uses no alternative assessments.

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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.	In the SY 2013 the percentage of students passing End

Biology Goal #1:	of Course Biology will be at least 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the SY 2012 Biology EOC Exam results, 46 was the mean score of those students taking the Biology EOC.	In the SY 2013 the percentage of students passing End of Course Biology will be at least 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	Insuring all students are in an appropriate Science class	1. Teachers will use the Sunshine State Standards and the FCAT Science Specifications to provide instruction to all students taking the FCAT Science Test.	1. Assistant Principal in charge of Science and Science Department Chair.	1. The essential labs experiments will be implemented with fidelity and monitored by Science Department Chair and Assistant Principal Results of students performance on GIZMO	1. Science Essential Labs Experiments, Diagnostic Tests and FCAT Science and GIZMO Results
2	It is a new test and our experience teaching the required curriculum is limited.	Teachers will use the Sunshine State Standards incorporated with Morzano's model of instruction to prepare students for the EOC.	Assistant Principal in charge of Science and Science DepartmentChair.	In order to target the various needs of teachers, each teacher will receive regular feedback on his/her effectiveness from mentor observations, classroom walkthroughs, and student surveys	Science Essential Labs , Diagnostic Tests and school based sample EOC tests

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:	
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						

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on the analysis of student achievement data, 81% of students will perform at level 3.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Writing Scores 74% of the students taking this assessment scored a proficient score or higher.	During the 2012 administration of the FCAT Writing, The percent of students scoring at 3.0 or higher will increase to 81%.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	The current passing writing score has moved from 3 to 4. the challenge will be to improve our student proficiency percentage having the bar being raised.	1. Teachers will administer the School District of Palm Beach County's Palm Beach Writes Assessments as scheduled. There are four. Reading teachers will use the Hampton-Brown Edge Writing component to implement the writing process daily to all students. School wide writing across the curriculum will also be implemented using a focus calendar based on the data.	1. Assistant Principal and Administrative Assistant	The effectiveness of the Action Step would be analyzed by the data showing percentage of students scoring proficiency levels or higher on the Palm Beach Writes Assessments. Teachers will file students' essays in portfolios. Essays will be rich with directive feedback from the teachers and peer-editing notes. Teachers will monitor the progress of the students' writing and will give small group instruction on a weekly basis. Teachers will use mini- lessons for review and remediation when necessary.	1. FCAT Writes writing rubric/Six Traits Writing Rubric. Anchor Papers.
	2	The current passing writing score has moved from 3 to 4. the challenge will be to improve our student proficiency percentage having the bar being raised.	2. Writing development activities will be given in the various content area classrooms.	2. Assistant Principal and Administrative Assistant	2. The Administrator will recommend content area writing assignments to help develop writing skills. The effectiveness of the Action Step would be analyzed by the data showing percentage of students scoring proficiency levels or higher on the Palm Beach Writes Assessments and the IGHS Writes assessments.	2. FCAT Writes writing rubric/Six Traits Writing Rubric . Anchor Papers.
	3	The current passing writing score has moved from 3 to 4. the challenge will be to improve our student proficiency percentage having the bar being raised.	3. School-wide essay assignments will be given to all ninth and tenth grade students by English teachers. These assignments are known as the IGHS writes. They will be administered between the scheduled Palm Beach Writes Assessments. The teachers will use the training they received in the Six Traits of Writing workshops to help students build writing skills.	3. Assistant Principal and Administrative Assistant	3. The effectiveness of the Action Step would be analyzed by the data showing percentage of students scoring proficiency levels or higher on the Palm Beach Writes Assessments. Teachers will file students' essays and writing samples in portfolios. Essays will be rich with directive feedback from the teachers and peer-editing notes. Teachers will monitor the progress of the students' writing and will give small group instruction on a weekly basis. Teachers will use mini- lessons for review and remediation when necessary.	3. FCAT Writes writing rubric/Six Traits Writing Rubric. Anchor Papers.
	4	The current passing writing score has moved from 3 to 4. the challenge will be to improve our student proficiency percentage having the bar being raised.	"Writing Across the Curriculum" is a required Marzano goal in every clasrrom at Inlet Grove.Every teacher is required to have writing samples in a student portfolio with specific	4. Assistant Principal and Administrative Assistant	Administration will review and give teacher feedback on student portfolios	Marzano strategies tracked by Iobsevation.

		teacher feedbsck and editing.			

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:	Based on the analysis of student achievement data, 35% (53) of students will perform at level 4.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Writing Scores 29%(50) of the students taking this assessment scored L4 or higher.	During the 2012 administration of the FCAT Writing, The percent of students scoring at 4.0 or higher will increase to 35%(53).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students volunteer to take AP classes	Educate parents to the need for all L4-L5 studets to be enrolled in AP classes. Promote student acceptance of AP classes.	Principal and AP over Language Arts	Number of AP classes and the enrollment number.	School Grade for participation and achievement.

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						

Writing Budget:

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

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Data is not available for FY 13 since it is the base-line year for data collection
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data is not available for FY 12 since it ws the field test year for data collection.	Inlet Grove Community High School will perform at or above the district's average T-score

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development	School will provide CRISS training to implement district curriculum frameworks iTeach U.S. History Common Core Literacy Standards for Social Studies	Administration and Department Instructional Leader	Monitor use of Learning Goals and Rubrics; implementation of CRISS strategies; in-service points check for iTeach U.S. and Common Core Standards	Common Assessments Portfolios
2	Departmental Strategies Planning	Training and time for planning	Administration and Department Instructional Leader	Lesson Plans to reflect NGSSS; Common Core Standards; EOC Benchmarks	Lesson plan reviews Portfolio reviews
3	Progress Monitoring of Students	Teachers will monitor student performance and revise instruction as indicated by student achievement levels.	Administration and U.S. History Instructors	Review Instructional strategies and interventions bi-weekly. Review data of common assessments for achievement gains.	Common Assessments Portfolios

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:	Data is not available for FY 13 since it is the base line year for data collection.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Data is not available for FY 12 since it was the field test year for data collection.	Inlet Grove Community High School will perform at or above the district's average T-score.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development	School will provide CRISS training to implement district curriculum frameworks iTeach U.S. History Common Core Literacy Standards for Social Studies	Administration and Department Instructional Leader	Monitor use of Learning Goals and Rubrics; implementation of CRISS strategies; in-service points check for iTeach U.S. and Common Core Standards	Common Assessments Portfolios
2	Departmental Strategies Planning	Training and time for planning	Administration and Department Instructional Leader	Lesson Plans to reflect NGSSS; Common Core Standards; EOC Benchmarks	Lesson plan reviews Portfolio reviews
3	Progress Monitoring	Teachers will monitor student performance and revise instruction as indicated by student achievement levels.	Administration and U.S. History Instructors	Review Instructional strategies and interventions bi-weekly. Review data of common assessments for achievement gains.	Common Assessments Portfolios

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
CRISS	9-12/ Reading and Writing	Sandee Flemming	school-wide	LTM Weekly August - January Bi-Weekly January - June	Department Reviews of Lesson Plans and Portfolios.	Administration
Gilder Leherman	9-12/ Reading and Writing	Gilder Leherman associates and FAU professors	U.S. History Teachers	February 2013	In-Service Completion Points	Administration
iTeach U.S. History	9-12/ Reading and Writing	Alma Asuncion	U.S. History Teachers	One Week Summer Session 10 Saturday Sessions	In-Service Completion Points	Administration
Common Core Literacy for Social Studies Teachers	9-12/ Reading and Writing	School District of Palm Beach County	Administrator and Department Instructional Leader	October 9, 2012	In-Service Completion Points	Administration

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To maintain the average daily attendance rate established in 2012 of 96% average daily attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Inlet Grove Community H.S. had a 96%(738) average daily attendance rate for 2012.	To maintain the average daily attendance rate established in 2012 of 96% 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)
Thirty-three students had excessive absences in the FY12 school year.	Our goal would be to decrease this number by 10%; hence, 30 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Tardies are not a problem at this school site.	See previous answer.
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
	Poor student	Parental contact will be	Mr. Kimberly	Bi-weekly attendance	Bi-weekly

| 1 | attendance is a barrier to increasing student achievement. | initiated after a student has missed three days of school. A close monitoring process will begin at that time. | Bavegehims | data. | attendance data. |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	Based on the analysis of suspension data we will reduce total in-school and out of school suspensions by 250%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of In–School Suspensions was 135	2013 Total Number of In–School Suspensions 35
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
127	50
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
135	35
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
135	50

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support for our alternative to suspension Program.	Use Title I parent contact meeting to garnish support for alternative to suspension program. We will incorporate more levels of intervention before susprnsion.	Principal Emma Banks Ms. Terence Hightower (the new sheriff in town) discplinary dean	End of year gold report stratistics.	End of year gold report stratistics.

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

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

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

Suspension Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

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

Professional Development

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

Other

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	To provide students with the necessary tools to foster personal, social and academic growth, thereby leading to a high school diploma.We will increase the graduation rate to 95% and reduce the dropout rate to 5%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
6%	5%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
94%	95%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	• academically unsuccessful • over-age for grade • low test scores • retention • failing grades • low grade point average • falling behind in earning credits	• On-School Site E2020 Credit Recovery Labs • Dropout prevention self-contained full time or part-time program • Multi-age/grade groupings • Full time or part-time intensive skills classes	Principal Emma Banks all support staff	EDW Terms mainframe data State accountability reports	EDW Terms mainframe data State accountability reports

| 1 | • not meeting the state or district proficiency levels in reading , math, writing or science
• excessive absenteeism
• habitual truancy | • Student support
• Tutoring program
• Saturday School programs which are academic in nature
• After school academic program
• Computer Assisted Instruction
• Reading, Math, Science teacher support (before or after school) | | | | |

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June of 2013, 100% of the NCLB Parental Involvement Requirement will be met.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During SY12 approximately 5% of parents were involved at Inlet Grove Community High School	By June of 2013, 10% of the Parent percentage will be involved at Inlet Grove Community High School.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation to and from Parental Involvement Meetings. Communication to the parent through student/parent interaction and dialogue Lack of technology in the home to view updated school website	1. Parents will be included in the development and Implementation of the School Improvement Plan. 2. An annual meeting for parents will be held which will include an explanation of Title I and Parents' Right to Know, Which include school wide results and notification of teacher and support staff qualifications. 3.Hired a Community Resource Contact/Parent Liaison to facilitate workshops/trainings on a monthly basis. 4. Teachers will contact all parents by phone or mail within the first month of school to establish a positive line of communication. 5. Teachers and parents will meet at least once a year, at convenient times for both parties for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home. 6. Parents will be asked to review the student's planner daily. 7. Partnerships will be developed with community based organizations and	Mr. Jay Boggess-Assistant Principal Mr. Clotee Banks-Community Resource Contact/Parent Liaison Mr. Alius Dorvil-ESOL Contact and PMP Monitoring	All Agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the Parent/Student/School Compact.	All Agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the Parent/Student/School Compact.

		business to provide support and programs for students and their families.of communication. 5. Teachers and parents will meet at least once a year, at convenient times for both parties for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home. 6. Parents will be asked to review the student's planner daily. 7. Partnerships will be developed with community based organizations and business to provide support and programs for students and their families.			
2	Transportation to and from Parental Involvement Meetings. Communication to the parent through student/parent interaction and dialogue Lack of technology in the home to view updated school website	1. Monitor of Attendance of tutorial and Parent Phone Logs. 2. Update website so parents can access information via schools website. 3. Maintain active parental support and volunteer program monitored through PTSA and SAC. 4. Train parent volunteers to help students with reading skills. 5. Information distributed to parents concerning class expectations, syllabi and testing information. 6. Monthly invitation to School Advisory meeting and Parent Trainings. 7. School improvement workshops and sharing of School Improvement Plan. 8. Provide family workshops monthly to help parents understand ways to help their students learn.	Mr. Jay Boggess-Assistant Principal Mr. Clotee Banks-Community Resource Contact/Parent Liaison Mr. Alius Dorvil-ESOL Contact and PMP Monitoring	All Agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the Parent/Student/School Compact.	All Agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the Parent/Student/School Compact.
	Transportation to and from Parental Involvement Meetings. Communication to the parent through	1. All Parents/Care Givers of all students who have an FCAT Score of Level 1 or Level 2 in any one or more of the following: Reading, Writing,	Mr. Jay Boggess-Assistant Principal Mr. Clotee Banks-Community	All Agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance,	All Agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance,

3	student/parent interaction and dialogue Lack of technology in the home to view updated school website	Mathematics and/or Science will be required to discuss the development of a Student Progress Monitoring Plan with the subject area teacher, parent liaison and the Principal or his/her designee and have the parent acknowledge and sign the PMP. 2. Parents will be included in the development and Implementation of the School Improvement Plan so they are aware of this objective. 3. Parents will receive written notification about our school's identification for improvement, if applicable, through the school newsletter and District letter. 4. Parents will be invited to Parent Training workshops on a monthly basis. 5. Teachers will contact all parents within the first month of school to establish a positive line of communication. 6. Teachers and parents will meet at least once a year, at convenient times for both parties for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home. 7. Parents will be asked to review the student's planner daily. 8. Partnerships will be developed with community based organizations and business to provide support and programs for students and their families.	Resource Contact/Parent Liaison Mr. Alius Dorvil-ESOL Contact and PMP Monitoring	completion of the Parent/Student/School Compact.	completion of the Parent/Student/School Compact. Administration of Title I Parent Involvement Survey and Parent Training Evaluations

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
Providing for Mr.Clotee Banks who is our Community Resource Contact/Parent Liaison. He is responsible for Parent Trainings and Community Outreach programs.	Salary Position-216 Days	Title I 6152- 551100	$36,645.14
Postage and Freight-Family Involvement	To provide meeting dates, community involvement activities, parent training information, etc.	Title I 6152	$3,189.42
Supplies	Refreshments for Parent Trainings, resource material, paper, etc.	Title I 6152	$2,000.00
			Subtotal: $41,834.56
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: $41,834.56

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:	Focus will be placed on our Algebra 1 EOC, Geometry EOC,AND Biology EOC in relation to STEM.
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:	Inlet Grove will strive to exceed its SY12 Participation and Performance scores of 87% Participation and 86% Performance

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Ongoing monitoring of student progress	CTE Teachers	Obsrevations, demonstrations, use of scales and rubrics	CTE Industry Assessments
2	Student Scheduled into CTE Course	Communication with Guidance Counselors, CTE teachers, and Career Coordinator.	CTE Teachers and Career Coordinator	Maitain accurate records	CTE Industry Assessments
3	Retention of Students	Communication with Parents AND Students	Inlet Grove Faculty and Staff	Maintain Records	CTE Industry Assessments

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

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

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

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional Reading Teachers Wayne Ricketts Linda Janney	To provide supplemental reading teachers and support and to provide for the smallest class sizes possible.	Title I 5150	$88,649.78
Reading	Classroom Supplies	To provide resource material and to build classroom libraries in our reading classrooms	Title I 5150	$2,429.84
Parent Involvement	Providing for Mr.Clotee Banks who is our Community Resource Contact/Parent Liaison. He is responsible for Parent Trainings and Community Outreach programs.	Salary Position-216 Days	Title I 6152- 551100	$36,645.14
Parent Involvement	Postage and Freight-Family Involvement	To provide meeting dates, community involvement activities, parent training information, etc.	Title I 6152	$3,189.42
Parent Involvement	Supplies	Refreshments for Parent Trainings, resource material, paper, etc.	Title I 6152	$2,000.00
				Subtotal: $132,914.18

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ashley Cartwright-Reading Facilitator	Providing Reading support throughout the school and to help teachers implement the 4 Marzano Learning Goals throughout the Curriculum	Title I 6402	$43,406.11
Reading	Supplies	To build a professional resource library	Title I 6402	$8,125.71
				Subtotal: $51,531.82

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $184,446.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The funds will be used to provide tutoring services .	$3,820.00

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

The SAC will meet regularly, be kept apprised of all school activities, be trained on appropriate school functions and be a willing source of advisory input including the approval of the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District INLET GROVE COMMUNITY HIGH SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	66%	81%	38%	220	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	37%	71%			108	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)	63% (YES)			105	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					443	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District INLET GROVE COMMUNITY HIGH SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	76%	89%	41%	248	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	46%	77%			123	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)	72% (YES)			114	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					495	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested