



School Name: **Citrus High School**

Principal: Dale Johns

SAC Chair: Tina Adams

District Name: Citrus County

Superintendent: Sandra "Sam" Himmel

Date of School Board Approval: November 13, 2012

School Information

2012 - 2013

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[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)	Number of Years at Current School	Number 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	Dale Johns	M.Ed Educational Leadership; B.S. Physical Education and Health; Certification: School Principal all grade levels; Reading Endorsement	3.5	13	<p>11-12 School Grade: Pending, 51% met high standards in reading; 61% made learning gains in reading; 62% of the lowest quartile made learning gains in reading; 62% met high standards in Algebra EOC; 79% met high standards in writing</p> <p>10-11 School Grade: B, 46% met high standards in reading; 76% met high standards in math; 50% made learning gains in reading; 74% made learning gains in math; 45% of the lowest quartile made learning gains in reading; 63% of the lowest quartile made learning gains in math; 87% scored 3.5 or higher in writing</p> <p>2009-2010 School Grade: A, 77% met high standards in reading; 79% met high standards in math; 69% made learning gains in reading; 81% made learning gains in math; 72% of the lowest quartile made learning gains in reading; 78% of the lowest quartile made learning gains in math</p> <p>2008-2009 School Grade: A, 76% met high standards in reading; 78% met high standards in math; 67% made learning gains in reading; 74% made learning gains in math; 70% of the lowest quartile made learning gains in reading; 66% of the lowest quartile made learning gains in math; AYP: Yes</p> <p>2007-2008 School Grade, A, 70% met high standards in reading; 75% met high standards in math; 68% made learning gains in reading; 78% made learning gains in math; 68% of the lowest quartile made learning gains in reading; 73% of the lowest quartile made learning gain in math; AYP: Yes</p>
Assistant Principal	Dr. Linda Connors	Ed.D Educational Leadership; M.Ed Educational Leadership; B.S Elementary Ed. Certification: School Principal (all levels); Elementary Ed. 1-6; Mathematics 6-12;	8	16	<p>11-12 School Grade: Pending, 51% met high standards in reading; 61% made learning gains in reading; 62% of the lowest quartile made learning gains in reading; 62% met high standards in Algebra EOC; 79% met high standards in writing</p> <p>2010-11 School Grade: B; FCAT Data: 46% met high standards in reading; 76% met high standards in math; 50% made learning gains in reading; 74% made learning gains in math; 45% of the lowest quartile made learning gains in reading; 63% of the lowest quartile made learning gains in math; 87% scored 3.5 or higher in writing;</p>

					<p>2009-10 School Grade: A, 46% met high standards in reading; 76:% met high standards in math; 50% made learning gains in reading; 74%: made learning gains in math; 45% of the lowest quartile made learning gains in reading; 63% of the lowest quartile made learning gains in math</p> <p>08-09 School Grade: C, 42% met high standards in reading; 76% met high standards in math; 43% made learning gains in reading; 75% made learning gains in math; 38% of the lowest quartile made learning gains in reading; 65% of the lowest quartile made learning gains in math</p> <p>2007-08 School Grade: A, 50% met high standards in reading; 79% met high standards in math; 60% made learning gains in reading; 80% made learning gains in math; 55% of the lowest quartile made learning gains in reading; 73% of the lowest quartile made learning gain in math</p>
Assistant Principal	Teresa Alvarado	M.Ed,Educational Leadership; B.A., English and American Literature; B.A., English Education; Certifications: Educational Leadership; English 5-9; English 6-12; ESOL k-12; Reading Endorsed	12	3	<p>11-12 School Grade: Pending, 51% met high standards in reading; 61% made learning gains in reading; 62% of the lowest quartile made learning gains in reading; 62 % met high standards in Algebra EOC; 79% met high standards in writing</p> <p>2010-11 School Grade: B; FCAT Data: 46% met high standards in reading; 76% met high standards in math; 50% made learning gains in reading;74 % made learning gains in math; 45% of the lowest quartile made learning gains in reading; 63% of the lowest quartile made learning gains in math; 87% scored 3.5 or higher in writing;</p> <p>2009-10 School Grade: A, 46% met high standards in reading; 76:% met high standards in math; 50% made learning gains in reading; 74%: made learning gains in math; 45% of the lowest quartile made learning gains in reading; 63% of the lowest quartile made learning gains in math</p> <p>08-09 School Grade: C, 42% met high standards in reading; 76% met high standards in math; 43% made learning gains in reading; 75% made learning gains in math; 38% of the lowest quartile made learning gains in reading; 65% of the lowest quartile made learning gains in math</p> <p>2007-08 School Grade: A, 50% met high standards in reading; 79% met high standards in math; 60% made learning gains in reading; 80% made learning gains in math; 55% of the lowest quartile made learning gains in reading; 73% of the lowest quartile made learning gain in math</p>
Assistant Principal	Deon Copeland	M.Ed Educational Leadership; B.S. Physical Education; Certification: Educational Leadership all grade levels; Physical Education; ESE	1	6	N/A

Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Administrators and lead teachers seek and interview highly qualified/certified candidates for instructional positions.	Dale Johns, Principal	On-going
2. CCSB Teacher Induction Program for all teachers new to CHS.	Dr. Linda Connors, Assistant Principal	Monthly until May 2013
3. Mentoring Program: partnering new teachers with veteran teachers	Dr. Linda Connors, Assistant Principal and Department Chairs	On-going Two year program based on hire date for each new teacher
4. Soliciting referrals from current CCSB employees	Dale Johns, Principal and Leadership Team	On-going

Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include needs improvement, unsatisfactory teachers overall rating).

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

Number of staff that are teaching out-of-field/ and who are not highly effective/not effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers working out of field 8.6% (7)	i Individual Professional Development Plan Conferences (4 times a year)
Pending results of teachers who include needs improvement or unsatisfactory overall rating	i Weekly Professional Development Sessions i Team Collaboration Opportunities i Peer Observation Opportunities

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
101	8% (8)	15% (15)	36% (36)	42% (42)	46% (46)	Pending	18% (18)	N/A	16% (16)

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Citrus High School's Response to Instruction/Intervention Team consists of the following members: Leadership Team, all Guidance Counselors, Exceptional Student Education (ESE) Specialist, Student Services Social Worker, lead teachers, and our District Literacy Coach. Team members provide a wide-range of quality services and expertise designed to assist in student interventions from counseling to programs such as our Positive Behavior Referrals. The CHS Leadership team is charged with providing a common vision for the utilization of data based decision-making and facilitates data-based decision-making instructional team planning activities. This team ensures the implementation of intervention support and documentation, and provides opportunities for professional development to support student achievement. The Leadership Team identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Each member of the Leadership team oversees RtI implementation in their designated areas.

Our Guidance Counselors provide information regarding the social/emotional needs, academic needs, as well as counseling services. Counselors utilize their skills and knowledge to assist students in academic and career planning. The Citrus High School ESE Specialist provides support and assistance to all current and prospective students within ESE. The ESE Specialist coordinates IEP meetings; collaborates with teachers, parents and students in formulating IEPs. The ESE Specialist disseminates information regarding individual needs as referenced in Individual Education Plan (IEP) along with information regarding the social/emotional needs, and academic history to the ESE team. Student Services Personnel: Provides quality services and expertise designed to assist with student behavioral related interventions. The Social Workers: continue to link child-serving and community agencies to the schools and families to support the children's academic, emotional behavioral and social success. The Child Study Team (Child Study Team) is comprised of the district attendance assistant, our social workers, guidance counselors, and an assistant principal. The CST team reviews and assists students with excessive absenteeism; counsels and advises students (and their families) with academic, attendance challenges, and importance of regular attendance. Our District Literacy Coach provides weekly professional development in the Comprehension Instructional Sequence Model. She is available to assist teachers individually in student data disaggregation and the implementation of core instructional activities/ materials into every content area.

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 team works to maintain a common vision for the use of data-based decision-making, implementing and assessing RtI. The CHS RtI team has developed processes to monitor and address students in needs of interventions based on attendance, academic performance, behavior and performance on progress monitoring and standardized test results. These processes involve the coordination of and collaboration of data team studies, a professional development and the professional development calendar based on comprehensive data studies, as well as a collaboration of teachers through vertical, horizontal, and interdisciplinary teamwork.

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? Many members of the RtI team serve on the School Improvement Plan writing team and/ or oversee the development of the plan utilizing school data from a variety of sources. The team will monitor all processes throughout the school year.

MTSS Implementation

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

Baseline Data:

- i Progress Monitoring and Reporting Network (PMRN)
- i Florida Assessment for Instruction in Reading (FAIR)
- i Citrus County Formative Assessments via Student Response Systems (Clicker Systems) for FCAT reading, EOC Algebra, EOC Biology, EOC Geometry, and EOC US History
- i Performance Matters
- i Skyward

Mid-Year:

- i Florida Assessments for Instruction in Reading (FAIR),
- i Citrus County Formative Assessments via Student Response Systems (Clicker Systems) for FCAT reading, EOC Algebra, EOC Biology, EOC Geometry, and EOC US History
- i Performance Matters
- i Skyward

End of Year:

- i Florida Assessments for Instruction in Reading (FAIR),
- i Citrus County Formative Assessments via Student Response Systems (Clicker Systems) for FCAT reading, EOC Algebra, EOC Biology, EOC Geometry, and EOC US History
- i Performance Matters
- i Skyward

Frequency of Data Days: Monthly after Citrus County Formative Assessments and FAIR data is collected.

Describe the plan to train staff on MTSS. Professional development will continue to be provided during teachers' planning periods. Additional small group sessions will occur throughout the year. ESE Department to be trained initially during professional development days followed by planning period meetings. The remainder of the staff will follow. Training for staff will be coordinated with the Citrus County School District Director of Professional Development.

Describe plan to support MTSS. Mutli-Tier Support System is supported by monitoring, training teachers, reviewing and reflecting on the practices of each RtI team; support of programs necessary to facilitate teams and teachers; student progression is monitored through various members of the RtI team.

School Advisory Council (SAC)

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 members 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 No

If No, describe the measures being taken to comply with SAC requirements.

In Compliance

Describe the activities of the SAC for the upcoming school year.

The Citrus High School Advisory Council will meet four times during the 2012-2013 school year. The SAEC will review and approval the upcoming 2013-2014 Citrus High School budget. The SAEC will support and fund various projects including, but not limited to, Project Graduation, Staff Appreciation, Campus Beautification, Positive Behavioral Support, and Graduation Assistance Fund. In addition to these activities, the SAEC will be involved in various other projects as listed below.

Describe the projected use of SAC funds.	Amount
Total Amount of SAEC Funds	+6,341.30
Staff Appreciation	\$700.00
Literacy Magazine	\$750.00
Project Graduation	\$1,000.00
Campus Beautification	\$500.
Chicago Band Trip	\$1,000.00

OPTIONAL IMPROVEMENT GOAL AREAS

FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	Yes
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area: Reading Proficiency 9-12 Grade

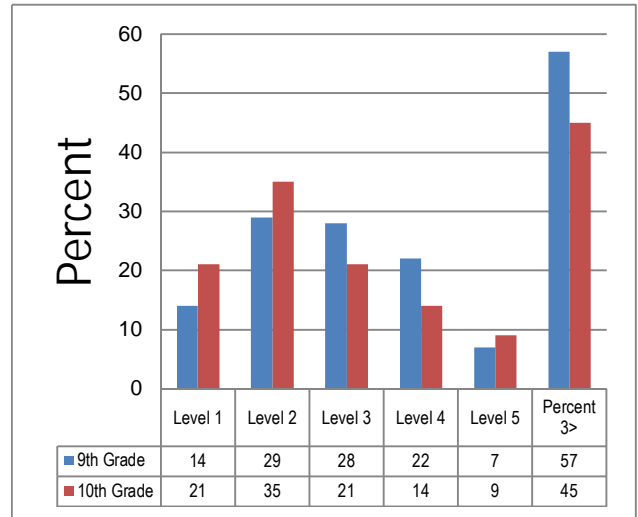
- Goal 1: Increase student proficiency rate in reading as measured by FCAT 2.0
- i At least 60% of all eligible 9th and 10th grade students will score proficient, 3 or above, as measured by the Spring 2013 FCAT 2.0.
 - i At least 45% of all eligible Reading Retake students will score proficient, 3 or above, as measured by the 2012-2013 FCAT Reading Retake and/or obtain a concordant score on ACT or SAT.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:
All 9th - 12th Grade students taking FCAT 2.0

2011-12 Data: **FCAT 2.0 Reading 9th/10th**

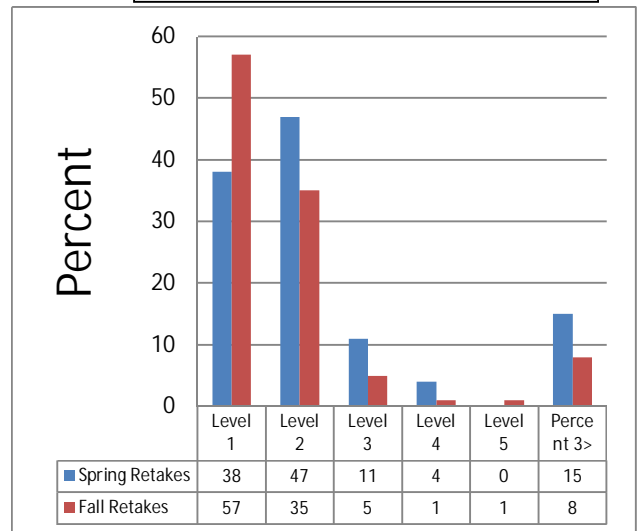
2011-12 Current Level of Performance	2012 - 2013		
	Actual (%)	Expected (%)	Actual (%)
51 (9 th /10 th) 25% (Retake Fall) 20% (Retake Spring)	60 (9 th /10 th) 45%(Retake Fall) 40% (Retake Spring)		



Data Analysis:
9th and 10th Grade FCAT 2.0 Reading 2012

FCAT 2.0 Reading Retakes 11th/12th

Performance: Overall 51% of all 9th and 10th grade students scored proficient on FCAT 2.0 in Spring of 2012, an increase of 6 percentage points over the previous year.
Learning Gains: Overall 61% of all 9th and 10th grade students made learning gains, an increase of 11 percentage points over the previous year.
Learning Gains of the Lowest Quartile: Overall 62% of 9th and 10th grade students from the lowest quartile made learning gains, an increase of 14 points over the previous year.



11th and 12th Grade FCAT Reading Retake 2012
Spring 2012: Overall 20% of students taking the FCAT 2.0 Reading Retake scored a 3 or above.
Fall 2011: Overall 25% of students taking the FCAT 2.0 Reading Retake scored a 3 or above.

Goal 1: Strategy/Action Plan 1

<p>Strategy/Action Steps 9th and 10th Grade</p>	<ul style="list-style-type: none"> i Provide monthly professional development sessions designed to assist all teachers with implementing NG-CARPD, LFS Top Five-Highest Yielding Instructional Strategies, and Common Core State Standards across the curriculum i Incorporate NGCAR-PD strategies, Learning Focused Solution’s Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms i Provide targeted monthly data team meetings with all reading and English teachers to enable teachers to analyze leading/lagging data, plan instructional interventions and strategies for both whole group and individual instruction i Utilize Core Readings with FCAT 2.0 style questions in all 9th-10th grade reading, English, and social studies classes. i Identify the lowest quartile (“Hurricane Watch List”) and work in data teams to plan strategies to meet the needs of those students; each teacher will also identify the lowest quartile within their classes as well i Utilize Formative Assessments utilizing the Student Response Systems (Clickers) to target areas of concern that can be addressed for both individual students, as well as whole class i Differentiate instruction according to what the data reveals in both whole group and individual instruction from both leading and lagging data sources i Utilize trained SAI aide to work within reading and English classes and with students in targeted reading pull-out programs i Utilize trained SAI to assist in English with FAIR, SRI, Orchard, FCAT Explorer, and USA Test Prep i Utilize USA Test Prep to assist in targeted skills unique to individual students i Utilize Learning Lab for students who need additional assistance with individual skills i Collaborate with the 9th-10th Social Studies data team i Collaborate with CCSB Research and Accountability personnel to ensure effective utilization of Formative Assessments, Student Response Systems, and Performance Matters i Collaborate with CCSB Program Specialist for Secondary Reading to ensure effective utilization of FAIR results and understanding of all upcoming changes to FCAT 2.0 i Collaborate with District Literacy Coach to ensure completion of NG-CARPD practicums with all eligible teachers to equip all teacher across the curriculum with highly-effective reading strategies
<p>Anticipated Barrier</p>	<ul style="list-style-type: none"> i Student absenteeism i Intrinsic student motivation i Targeted resources for level I students
<p>Resources (Human, Material)</p>	<ul style="list-style-type: none"> i Formative assessments using Student Response Systems (Clickers) i Digital testing such as Orchard computer program, USATestPrep, FCAT Explorer, and Read 180 i SAI Teacher Aides i Online resources i Presentation technology including Elmos and multi-media projectors as well as InterwriteMOBI

	<ul style="list-style-type: none"> i Media center i Core Readings with FCAT 2.0 style answer sets i Class libraries i Performance Matters
Funds Needed/Allocated	<ul style="list-style-type: none"> i Title II Data Day Funding i Grants
Team/Person Responsible for Progress Monitoring	<p>Steve Harper- English Department Chair Greg Naruta- Hurricanes Data Team Leader Nancy Smith- Black Data Team Leader Jill Williams- Gold Data Team Leader School Administrators- Dale Johns, Linda Connors, Teresa Alvarado, Deon Copeland</p>
Action Step Progress Monitoring	FAIR Testing, SRI Testing, Formative Assessments, Core Readings, Performance Matters, Data Team Meetings, Individual Professional Development Plan Conferences
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
<p>Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency</p>	
Measure of Effectiveness	<ul style="list-style-type: none"> i FCAT 2.0
Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps 11 th and 12 th Grade	<ul style="list-style-type: none"> i Provide monthly professional development sessions designed to assist all teachers with implementing NG-CARPD, LFS Top Five-Highest Yielding Instructional Strategies, and Common Core State Standards across the curriculum i Incorporate NGCAR-PD strategies, Learning Focused Solution’s Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms i Provide targeted 11th/12th Black Data Team monthly meetings with all 11th/12th grade reading, English, and AVID teachers to enable teachers to analyze leading/lagging data, plan instructional interventions and strategies for both whole group and individual instruction; This group will focus on ACT/SAT, PERT, and Common Core Strategies to prepare students for college readiness, concordant score possibilities, as well as FCAT reading retake i Design and share common units with assessments that mimic ACT/SAT and PERT style questions in all reading and English classes. i Incorporate ACT/SAT and PERT units within the curriculum i Identify the lowest quartile (“Hurricane Watch List”) and work in data teams to plan strategies to meet the needs of those students; each teacher will also identify the lowest quartile within their classes as well i Utilize Formative Assessments utilizing the Student Response Systems (Clickers) to target areas of concern that can be addressed for both individual students, as well as whole class when applicable (all reading teachers) i Differentiate instruction according to what the data reveals in both whole group and individual instruction from both leading and lagging data sources i Utilize trained SAI aide to work within reading and English classes and with students in targeted reading pull-out program i Utilize USA Test Prep to assist in targeted skills unique to individual students i Utilize Learning Lab for students who need additional assistance with

	<ul style="list-style-type: none"> individual skills i Collaborate with CCSB Research and Accountability personnel to ensure effective utilization of Formative Assessments, Student Response Systems, and Performance Matters i Collaborate with CCSB Program Specialist for Secondary Reading to ensure effective utilization of FAIR results and understanding of all upcoming changes to FCAT 2.0 i Collaborate with District Literacy Coach to ensure completion of NG-CARPD practicums with all eligible teachers to equip all teacher across the curriculum with highly-effective reading strategies
Anticipated Barrier	<ul style="list-style-type: none"> i Intrinsic student motivation i Student absenteeism
Resources (Human, Material)	<ul style="list-style-type: none"> i Formative assessments using Student Response Systems (Clickers) i Digital testing such as Orchard computer program, USATestPrep, FCAT Explorer, and other various ACT/SAT preparation websites i SAI Teacher Aides i Presentation technology including Elmos and multi-media projectors as well as InterwriteMOBI i Media center i Class libraries i Performance Matters
Funds Needed/Allocated	<ul style="list-style-type: none"> i Title II Data Day Funding i Grants
Team/Person Responsible for Progress Monitoring	<p>Steve Harper- English Department Chair Nancy Smith- Black Data Team Leader Jill Williams- Gold Data Team Leader School Administrators- Dale Johns, Linda Connors, Teresa Alvarado, Deon Copeland</p>
Action Step Progress Monitoring	FAIR Testing, Formative Assessments, SAT/ACT and PERT pre- and post tests, Performance Matters, Data Team Meetings, Individual Professional Development Plan Conferences
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
<p>Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency</p>	
Measure of Effectiveness	<ul style="list-style-type: none"> i FCAT 2.0 i ACT i SAT

Improvement Area: Mathematics

Goal 2: Increase student proficiency rate in mathematics as assessed by the state EOC exam

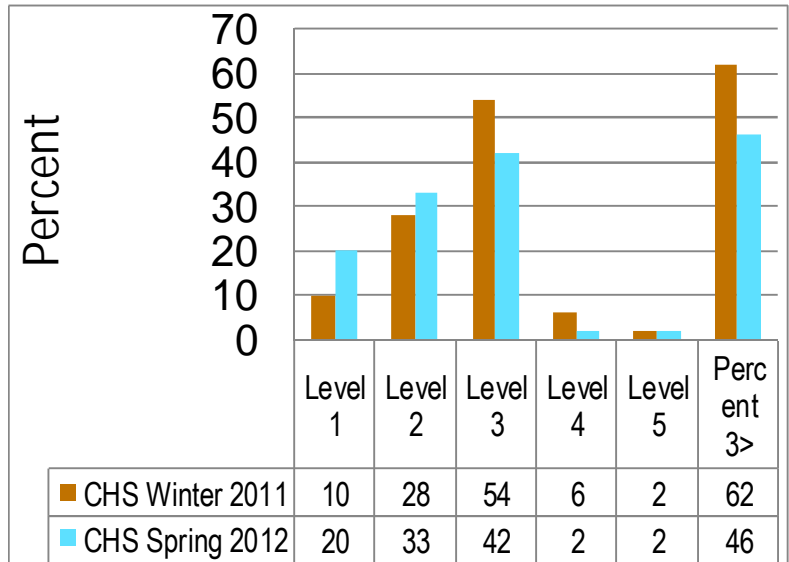
- i 75% of all students taking Algebra 1 EOC will score a level 3 or higher in mathematics
- i 75% of all students taking Geometry EOC will score a level 3 or higher in mathematics

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1: All eligible students taking Algebra I or Geometry during the 2012-2013 school year.

2011-12 Data:

Algebra I EOC



2011-12 Current Level of Performance	2012 – 2013	
Actual (%)	Expected (%)	Actual (%)
46% (Algebra EOC) 62% (Geometry)	75% Algebra 75% Geometry	

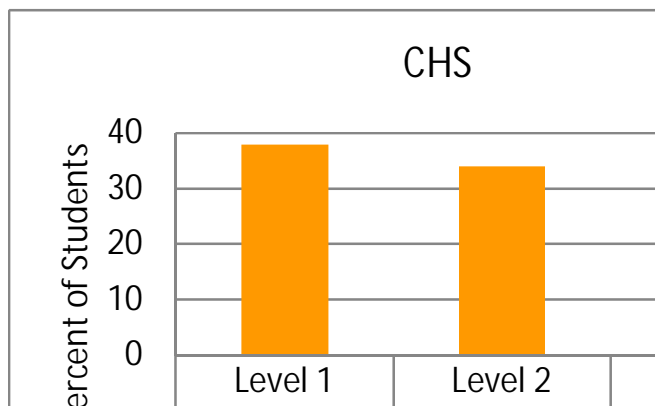
Data Analysis:

Overall 46% of eligible students scored 3 or higher on Algebra I EOCs.

- i 62% eligible students scored proficient, 3 or higher, on the Winter Algebra I EOC
- i 46% of eligible students scored proficient, 3 or higher, on the Spring Algebra I EOC

Overall 62% of eligible students scored a level 2 or higher on the Geometry EOCs.

Geometry EOC



2012-13 Outcome Data: (completed at end of 2012-13 school year)

N = 364 STUDENTS, MEAN SCORE = 48

Goal 2: Strategy/Action Plan 1

Strategy/Action Steps Algebra 1 Action Plan:	<ul style="list-style-type: none"> i Actively participate in professional development sessions designed to assist all teachers with implementing NGCAR-PD, LFS's Top Five Highest-Yielding Instructional Strategies, and Common Core State Standards i Incorporate NGCAR-PD strategies, LFS's Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms i Provide targeted Algebra 1 team meetings to enable teachers to analyze leading/lagging data, plan instructional interventions and strategies for both whole group and individual instruction i Identify the lowest quartile ("Hurricane Watch List") and work in teams to plan strategies to meet the needs of those students; each teacher will also identify and work with the lowest quartile students that are in their classes i Utilize Formative Assessments with the Student Response Systems to target areas of concern that can be addressed for both individual students, as well as whole class i Differentiate instruction according to what the data reveals in both whole group and individual instruction from both leading and lagging data sources i Collaborate with CCSB Research and Accountability personnel to ensure effective utilization of Formative Assessments, Student Response Systems (Clickers), and Performance Matters i Collaborate with CCSB Program Specialist for Mathematics to ensure effective utilization of Formative Assessments and Student Response Systems i Collaborate with CCSB Research and Accountability Director to analyze data and establish a plan for student improvement i Provide a Freshmen Homework Center for students to receive assistance with academic requirements i Provide a Credit Recovery Algebra 1 course for students who did not meet passing scores on the Algebra 1 EOC exam in 2011-12
Anticipated Barrier	<ul style="list-style-type: none"> i Student absenteeism i Intrinsic student motivation i Transportation home from after school tutoring such as the Homework Center
Resources (Human, Material)	<ul style="list-style-type: none"> i Master Schedule – build in Credit Recovery Classes i Formative assessments using Student Response Systems (Clickers) i Digital learning resources such as USATestPrep i Presentation technology including Elmos and multi-media projectors i Performance Matters
Funds Needed/Allocated	<ul style="list-style-type: none"> i Title II Funding for Homework Center
Team/Person Responsible for Progress Monitoring	CHS Admin Team (Dale Johns, Linda Connors, Teresa Alvarado, Deon Copeland); Mathematics Department Chair (Karen Davis); Algebra Team Leader (Mindy Melito); All Algebra Team Members; Homework Center Instructor (Vickie Joseph); Credit Recovery Team (Mindy Melito, Angie Blasl, Patrick Rich)
Action Step Progress Monitoring	Formative Assessments, Performance Matters, Analysis of unit assessments, Data Team Meetings, Individual Professional Development Plan Conferences
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	<ul style="list-style-type: none"> i Algebra EOC

Goal 2: Strategy/Action Plan 2

Strategy/Action Steps Geometry Action Plan:	<ul style="list-style-type: none"> i Actively participate in professional development sessions designed to assist all teachers with implementing NGCAR-PD, LFS's Top Five Highest-Yielding Instructional Strategies, and Common Core State Standards i Incorporate NGCAR-PD strategies, LFS's Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms i Provide targeted Geometry team meetings to enable teachers to analyze leading/lagging data, plan instructional interventions and strategies for both whole group and individual instruction i Identify the lowest quartile ("Hurricane Watch List") and work in teams to plan strategies to meet the needs of those students; each teacher will also identify and work with the lowest quartile students that are in their classes i Utilize Formative Assessments with the Student Response Systems to target areas of concern that can be addressed for both individual students, as well as whole class i Differentiate instruction according to what the data reveals in both whole group and individual instruction from both leading and lagging data sources i Collaborate with CCSB Research and Accountability personnel to ensure effective utilization of Formative Assessments, Student Response Systems, and Performance Matters i Collaborate with CCSB Program Specialist for Mathematics to ensure effective utilization of Formative Assessments and Student Response Systems i Collaborate with CCSB Research and Accountability Director to analyze data and establish a plan for student improvement i Provide before/after school help sessions for students to receive assistance with academic requirements
Anticipated Barrier	<ul style="list-style-type: none"> i Student absenteeism i Intrinsic student motivation i Transportation home from after school tutoring such as the Homework Center
Resources (Human, Material)	<ul style="list-style-type: none"> i Formative assessments using Student Response Systems (Clickers) i Digital learning resources such as USATestPrep i Presentation technology including Elmos and multi-media projectors i Performance Matters
Funds Needed/Allocated	<ul style="list-style-type: none"> i Departmental Funds
Team/Person Responsible for Progress Monitoring	CHS Admin Team (Dale Johns, Linda Connors, Teresa Alvarado, Deon Copeland); Mathematics Department Chair (Karen Davis); Geometry Team Leader (Vickie Joseph); Geometry Team Members
Action Step Progress Monitoring	Formative Assessments, Performance Matters, Analysis of unit assessments, Data Team Meetings, Individual Professional Development Plan Conferences
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
<p>Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency</p>	
Measure of Effectiveness	<ul style="list-style-type: none"> i Geometry EOC

Improvement Area: Biology EOC

Goal 3: Increase student proficiency rate in Biology as assessed by the State EOC exam

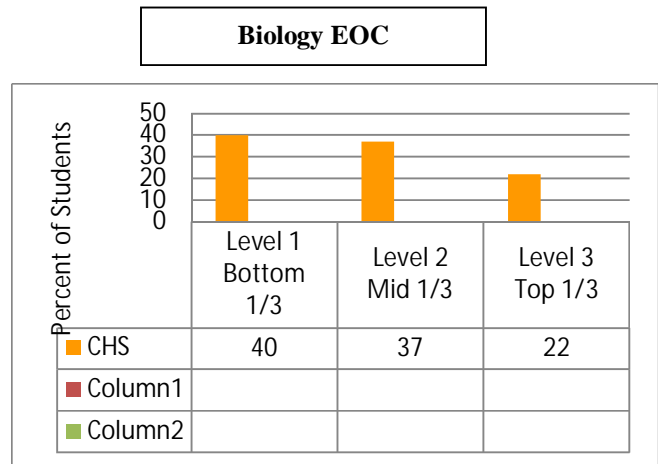
- i At least 70% of eligible students will pass the Biology EOC for the 1st and 2nd semester combined test data.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1: All Students taking the Biology during the 2012-2013 school year

2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
59%	70%	



Data Analysis:

Performance: 59% of eligible students scored a level 2 and above on the Biology EOC.

N = 324 STUDENTS, MEAN SCORE = 47

Goal 3: Strategy/Action Plan 1

Strategy/Action Steps	<ul style="list-style-type: none"> i Provide monthly professional development sessions designed to assist all teachers with implementing NG-CARPD, LFS Top Five-Highest Yielding Instructional Strategies, and Common Core State Standards across the curriculum i Incorporate NGCAR-PD strategies, Learning Focused Solution’s Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms i Provide targeted monthly biology EOC data team meetings to enable teachers to analyze leading/lagging data, plan instructional interventions and strategies for both whole group and individual instruction i Identify the lowest quartile (“Hurricane Watch List”) and work in data teams to plan strategies to meet the needs of those students; each teacher will also identify the lowest quartile within their classes as well i Utilize Citrus County Formative Assessments and Biology EOC Team created assessments utilizing the Student Response Systems to progress monitor and target areas of concern that can be addressed for both
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	<ul style="list-style-type: none"> individual students, as well as whole class i Differentiate instruction according to what all data sources reveal in both whole group and individual instruction from both leading and lagging data sources i Utilize Learning Lab for students who need additional assistance with individual skills i Collaborate with CCSB Research and Accountability personnel to ensure effective utilization of Formative Assessments, Student Response Systems, and Performance Matters 		
Anticipated Barrier	<ul style="list-style-type: none"> i Student absenteeism i Intrinsic student motivation 		
Resources (Human, Material)	<ul style="list-style-type: none"> i Formative assessments using student response systems i Online resources i Presentation technology including Elmos and multi-media projectors i Media center i C-wing Science/Social Studies Computer Lab i Class libraries i Performance Matters 		
Funds Needed/Allocated	<ul style="list-style-type: none"> i Title II Data Day Funding i Grants i High Cost Lab Money 		
Team/Person Responsible for Progress Monitoring	Eugene Trescott - Science Department Chair; Biology Team Leader School Administrators- Dale Johns, Linda Connors, Teresa Alvarado, Deon Copeland		
Action Step Progress Monitoring	Formative Assessments (both district and department quizzes utilizing clickers), Performance Matters, Data Team Meetings, Individual Professional Development Plan Conferences		
Status (HI, MD, SAT, EXC)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: none;">Midyear:</td> <td style="width: 50%; border: none;">Year End:</td> </tr> </table>	Midyear:	Year End:
Midyear:	Year End:		
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Measure of Effectiveness	<ul style="list-style-type: none"> i Biology EOC 		

Improvement Area: Drop-out Prevention																	
Goal 4: Increase the graduation rate among students in our at risk population		Graphic/Data/Chart to Support Goal and/or Outcome:															
Student Group 1: All Students who did not pass FCAT reading and math in 8 th grade are considered at risk.		2011-12 Data:															
<table border="1"> <thead> <tr> <th>2011-12 Current Level of Performance</th> <th colspan="2">2012 - 2013</th> </tr> <tr> <th>Actual (%)</th> <th>Expected (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>63%</td> <td>70%</td> <td></td> </tr> </tbody> </table>		2011-12 Current Level of Performance	2012 - 2013		Actual (%)	Expected (%)	Actual (%)	63%	70%		<p>At Risk Graduation Rate</p> <table border="1"> <thead> <tr> <th>Year</th> <th>At Risk Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>64</td> </tr> <tr> <td>2010-2011</td> <td>65</td> </tr> </tbody> </table>	Year	At Risk Graduation Rate	2011-2012	64	2010-2011	65
2011-12 Current Level of Performance	2012 - 2013																
Actual (%)	Expected (%)	Actual (%)															
63%	70%																
Year	At Risk Graduation Rate																
2011-2012	64																
2010-2011	65																
<p>Data Analysis:</p> <p>At least 70% of our at risk student population will graduate on time with a standard high school diploma</p>																	

Goal 4: Strategy/Action Plan 1	
Strategy/Action Steps	<ul style="list-style-type: none"> i Provide monthly professional development sessions designed to assist all teachers with implementing NG-CARPD, LFS Top Five-Highest Yielding Instructional Strategies, and Common Core State Standards across the curriculum i Incorporate NGCAR-PD strategies, Learning Focused Solution's Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms i Identify and track the at risk students' progress i Provide a targeted pull-out program designed for individual assistance for students in need of credit recovery, FCAT/SAT/ACT preparation, Plato, Penn Foster, and other course work assistance i Utilize Learning Lab for students who need additional assistance with individual skills i Utilize Plato Lab and provide targeted assistance when students are not progressing as needed i Utilize the After School Program to enable additional opportunities for students to obtain needed coursework and credits

Anticipated Barrier	<ul style="list-style-type: none"> i Intrinsic student motivation i Transportation for after school assistance and recovery class 	
Resources (Human, Material)	<ul style="list-style-type: none"> i Online resources i Plato Lab and Program i USA Test Prep On-line Program 	
Funds Needed/Allocated	<ul style="list-style-type: none"> i Grants 	
Team/Person Responsible for Progress Monitoring	Guidance Counselors; Nancy Smith (At Risk Mentor); Plato Teachers School Administrators- Dale Johns, Linda Connors, Teresa Alvarado, Dion Copeland	
Action Step Progress Monitoring	Credit Checks; Monitoring by Plato teachers; Monitoring of Progress by At Risk Mentor	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:
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Measure of Effectiveness	<ul style="list-style-type: none"> i At Risk Data 	

Improvement Area: Writing

Goal 5: Increase student proficiency rate in writing as measure by FCAT Writing

- i At least 85% of all eligible 10th grade students will score proficient, as measured by the Spring 2013 FCAT Writing.

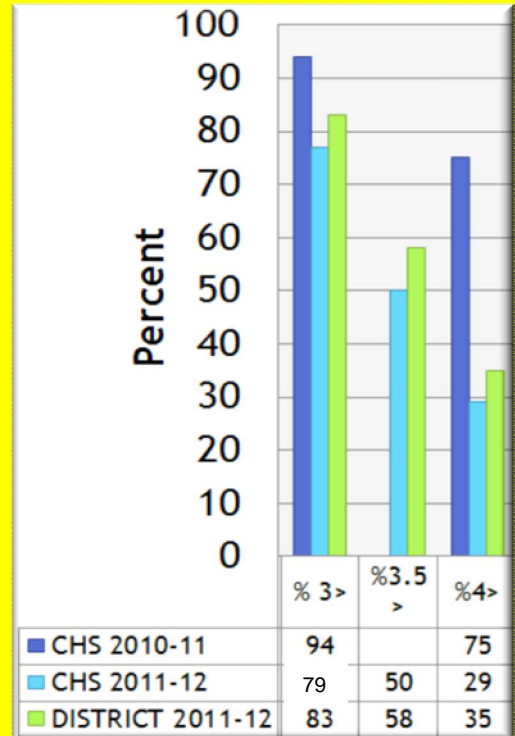
Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1: All 10th grade students

2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
79%	85%	

FCAT Writing



Data Analysis:

- i 79% of our eligible 10th grade students scored 3 or higher on FCAT Writing; 50% scored 3.5 or higher.

Goal 5: Strategy/Action Plan 1

Strategy/Action Steps

- i Provide monthly professional development sessions designed to assist all teachers with implementing NG-CARPD, LFS Top Five-Highest Yielding Instructional Strategies, and Common Core State Standards across the curriculum
- i Incorporate NGCAR-PD strategies, Learning Focused Solution's Top Five Highest-Yielding Instructional Strategies, and initiate Common Core State Standards across the curriculum in all classrooms
- i Provide targeted monthly data team meetings with all reading and English teachers to enable teachers to analyze common essays, plan instructional interventions and strategies for both whole group and individual instruction
- i Collaborate with Hurricanes Data Team (all 9th and 10th grade social studies teachers) on common essay language and requirements in an

	<ul style="list-style-type: none"> i effort to standardize writing expectations among these courses i Utilize common essay prompts in all 9th and 10th grade English and social studies classes; analyze results on individuals, whole classes, and with cohort as a whole; adjust writing curriculum based on the data obtained from the common essay prompts i Differentiate instruction according to what the data reveals in both whole group and individual instruction from both leading and lagging data sources i Utilize trained SAI aide to work within English classes and with students in targeted writing pull-out programs i Utilize Learning Lab for students who need additional assistance with individual skills i Collaborate with CCSB Program Specialist for Secondary Reading to ensure effective understanding of all upcoming changes to FCAT Writes i Collaborate with District Literacy Coach to equip all teacher across the curriculum with highly-effective literacy strategies that will impact reading and writing skills 		
Anticipated Barrier	<ul style="list-style-type: none"> i Student absenteeism i Intrinsic student motivation 		
Resources (Human, Material)	<ul style="list-style-type: none"> i Online resources 		
Funds Needed/Allocated	<ul style="list-style-type: none"> i Title II Data Day Funding 		
Team/Person Responsible for Progress Monitoring	<p>Gold Data Team Member (All 9th & 10th grade English and reading teachers) Hurricanes Data Team Members (All 9th & 10th grade social studies teachers) English Department Chair School Administrators- Dale Johns, Linda Connors, Teresa Alvarado, Dion Copeland</p>		
Action Step Progress Monitoring			
Status (HI, MD, SAT, EXC)	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Midyear:</td> <td style="width: 50%;">Year End:</td> </tr> </table>	Midyear:	Year End:
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Measure of Effectiveness	<ul style="list-style-type: none"> i FCAT Writing 		

Additional Goals Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What Moves You: Planning for Instructing Higher Level Thinking	9-12	LFS Presenter Debbie Willingham	All teachers/ All content areas	08-06-2012	Walk-throughs; Lesson Plan Reviews; Monthly Best Practice Share Sessions	Administrative Team and Department Chairs
Learning Focused Solutions: Top 5 Highest Yielding Instructional Strategies	9-12	Lead Teachers	All teachers/ All content areas	Monthly Planning Period Sessions	Walk-throughs; Lesson Plan Reviews; Monthly Best Practice Share Sessions	Administrative Team and Department Chairs
Common Core State Standards: Overview	9-12	Melissa Zaniewski	All teachers/ All content areas	08-02-2012	Walk-throughs; Lesson Plan Reviews; Monthly Best Practice Share Sessions	Administrative Team and Department Chairs
Common Core State Standards: Reading	9-12	Melissa Zaniewski	All teachers/ All content areas	08-22-2012	Walk-throughs; Lesson Plan Reviews; Monthly Best Practice Share Sessions	Administrative Team and Department Chairs
Common Core State Standards: Writing	9-12	Melissa Zaniewski	All teachers/ All content areas	Monthly Planning Period Sessions	Walk-throughs; Lesson Plan Reviews; Monthly Best Practice Share Sessions	Administrative Team and Department Chairs
Reading and Common Core	9-12	Presenter Karen Jordan	9-12 Reading Teachers	9-28-2012	Walk-through; Lesson Plan Reviews; Monthly Best Practice Share Sessions	Administrative Team and Department Chairs