

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: TRENTON HIGH SCHOOL

District Name: Gilchrist

Principal: Cheri S. Langford

SAC Chair: Donn Keels

Superintendent: Don Thomas

Date of School Board Approval: 10/16/2012

Last Modified on: 10/17/2012

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)
		Master's Educational Leadership			2006-07: Trenton High School School Grade A/AYP-No *FCAT Level 3 and Above: Reading-74%; Math-84%; Science-66%; *Learning Gains: Reading-67%; Math-74%; *Lowest 25% Learning Gains: Reading- 66%; Math-61% 2007-08: Trenton High School School Grade B/AYP-No *FCAT Level 3 and Above: Reading-75%; Math-82%; Science-70% *Learning Gains: Reading-64%; Math-77% *Lowest 25% Learning Gains: Rdg-48% Math-66% 2008-09: Trenton High School School Grade A/AYP-No *FCAT Level 3 and Above: Reading-82%; Math-84%; Science-58% *Learning Gains: Reading-70%; Math-74%

Principal	Cheri S. Langford	Certification: *Ed. Leadership (All Levels) *Elem. Ed. (Grades 1-6)	6	6	*Lowest 25% Learning Gains: Rdg-69% Math-64% 2009-10: Trenton High School School Grade A/AYP-No *FCAT Level 3 and Above: Reading-81%; Math-87%; Science-68% *Learning Gains: Reading-61%; Math-79% *Lowest 25% Learning Gains: Rdg-50%; Math-66% 2010-11: Trenton High School School Grade B/AYP-No *FCAT Level 3 and Above: Reading-80%; Math-80%; Science-69% *Learning Gains: Reading-62%; Math-66% *Lowest 25% Learning Gains: Rdg-47%; Math-58% 2011-12: Trenton High School School Grade Pending *FCAT Level 3 and Above: Reading-69%; Math-68%; Science-63% *Learning Gains: Reading-72%; Math-72% *Lowest 25% Learning Gains: Rdg-71%; Math-78%
Assis Principal	Linda L. Gartin	Master's Educational Leadership Certification: *Ed. Leadership (All Levels) *Mathematics (Grades 5-9) *Elem. Ed. (Grades 1-6)		2	2010-11: Bell Elementary School Grade A/AYP-No *FCAT Level 3 and Above: Reading-87%; Math-87%; Writing-89%; Science-65% *Learning Gains: Reading-69%; Math-64% *Lowest 25% Learning Gains: Rdg-69%; Math-59% 2011-12: Bell Elementary School Grade A/AYP-No FCAT Level 3 and Above: Reading-62%; Math-73% *Learning Gains: Reading-66%; Math-79% *Lowest 25% Learning Gains: Rdg-76%; Math-76%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Karen Welch	Master's Degree Exceptional Student Education with a concentration in adolescent literacy. Certification: *Elem. Education *Exceptional Student Education (K-12) *Reading Endorsement	1	1	2011-12: Trenton High School/School Grade Pending *FCAT Level 3 and Above: Reading-69% *Learning Gains: Reading-72% *Lowest 25% Learning Gains: Reading- 71%

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	Work closely with the Gilchrist County Human Resource Department to ensure all positions are filled with highly qualified personnel	Principal & HR Director	On Going	
2	EPI "Educator Prep Institute" Grow your own recruitment effort for current employees	NEFEC and the Foundation for Rural Education Excellence	On Going	

3	Teacher Cadet Program	Principal and Director of Secondary Education	On Going	
4	Teacher Mentoring Program for Beginning, Alternatively certified and struggling teachers	NEFEC and Principal	On Going	
5	Performance Pay (Merit Award Program)	NEFEC, Director of Secondary Education, Principal, and Superintendent	On Going	
6	IPDP Individual Professional Development Plans	Reading Coach, AP, and Principal	On Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
11%(5/44)are teaching out of field 0% recieved less than an effective rating	

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
44	2.3%(1)	15.9%(7)	38.6%(17)	43.2%(19)	45.5%(20)	100.0%(44)	9.1%(4)	4.5%(2)	9.1%(4)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Chris Dunn - Bell High School Band Director	Anna Malhiot	Mr. Dunn will work with Ms. Malhiot on the Florida Music Program and any other music related questions or concerns.	Daily routines, classroom management techniques, curriculum and instructional strategies.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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 based RtI leadership team consist of the following members:

Cheri Langford - Principal

Linda Gartin - Assistant Principal

Ray Stoel- Dean of Students

Mandy NesSmith - High School Guidance

Alana Tatoris - Middle School Guidance

Karen Welch- Reading Coach

Sharon Langford - Truancy Officer
District Office Staff when needed

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

The School Based RtI Leadership Team meets monthly in order to discuss school level data, i.e. FCIM, progress monitoring results, grades, attendance and discipline data. Members of the SBLT meet once a month on early release days with the District RtI coach and other SBLT members from other schools in the district. At these meetings we discuss our school based plans, ideas for up coming school level RtI meetings with our faculty, implementation and consensus building activities.

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?

Trenton High School faculty review all school level data and reviewed last years SIP goals then worked collaboratively to identify areas in need of improvement to write the THS 2012-13 SIP. The faculty carefully reviewed student data from the 2011-12 FCAT reading, math, science, and writing, student discipline data, attendance, graduation results, and parental involvement surveys in order to write the goals for the 2012-13 SIP. The faculty and administration of THS review the results of progress monitoring data and other vital statistics in order to make sound educational decisions for the students at our school. It is an ongoing process to look for trends, self analyze and move forward.

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.

Trenton High School's data management system and data source for ongoing progress monitoring is FCAT Test Maker - Reading, Math and Science. Teachers are given FCAT Test Maker reports three times per year for the Fall, Winter and Spring Progress Monitoring. After each PM assessment has been given teachers create FCIM calendars based on the results from each Progress Monitoring assessment. The reading, math and science teachers reteach, spiral review and enrich based on these results.

Describe the plan to train staff on MTSS.

Trenton Middle/High School received training in Spring 2009 and Fall 2010. The staff looked at class data and identified areas of concern. Teachers were introduced to the Problem Solving Model, Tiers I, II and III instructional decision making. The staff began identifying instructional sound intervention resources available at THS. Teachers looked at student progress monitoring data and began matching interventions to identified areas of concern. THS teachers and administration focused on tier I - 80% Core instruction to ensure curriculum and instruction was meeting the needs of all students. We then moved into the beginning stages of graphing student data and peer group comparison data for students identified in need of Tier II or III support.

All faculty at Trenton High School participate in bi-weekly RtI meetings, middle school during planning and high school from 7:45 am-8:10am every other Wednesday. During these meetings student data results are reviewed, the problem solving model is used to develop a plan of action to ensure students' academic success. The main focus at THS was for teachers to understand how students moved in and out of the Tiers based on their level of need. Support is given to all students at any point it is needed.

In addition the Assistant Principal, Cheri Langford is on the District level RtI team and attends State and Regional RtI Meetings. Once she returns from any of the meetings she brings the information back to the school level team and then presents relevant information to the faculty and staff.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lucia Avila

Pam Hickox
Sue Reed
Sarah Rendek
Mac Rendek
Karen Welch
Leanne Alvarez

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team that will meet at least once a month.

At the monthly meetings, the team will review data, teacher surveys, teacher concerns and comments and work together to design an action plan that will use scientifically based researched methods in efforts to build a strong literacy culture among all stakeholders.

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

The major initiative of the LLT this year is to help facilitate a school wide sequence of instruction, which combines strong researched based instructional practices and instructional practices that establish high cognitive demands which in turn will expand the reading abilities of all students to successfully and consistently extract meaning from a variety of complex text.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/11/2012)

*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.

Reading instruction is embedded in all subject area classes. All teachers, content and elective area, incorporate comprehension, vocabulary and metacognitive strategies within their instructional delivery practices, each day. All teachers will use a variety of text which includes district adopted text books, leveled texts, dense complex texts, and supplemental materials that address the New Generation Sunshine State Standards. All content area teachers, as well as elective teachers, will incorporate reading into subject areas with consideration to the following:

1. Explicit, guided and differentiated instruction in comprehension, vocabulary, and metacognitive strategies/learning through scientifically researched based instructional delivery methods with include but not limited to the following: CRISS strategies, FRI strategies, NGCAR-PR, and the Comprehension Instructional Sequence model. All teachers are supported in these different instructional delivery methods through monthly school based professional development (Huddles) as well as Morning Meetings, district based professional development on early release days, colleague supported activities such as lesson studies, and individual support from the reading coach.
2. Teachers will use a variety of complex texts, in addition with their district adopted text book, to provide differentiated scaffold instruction to provide the opportunity for all students to learn through independent reading tasks.
3. Administration, teachers and reading coach will work collaboratively to determine students' instructional reading levels, so appropriate texts will be chosen and used during instructional time to challenge all students without undo frustration.
4. Reading teachers will team with content and elective teachers in their grade level to correlate lessons with the goal of providing all students with the opportunity to navigate through a variety of texts that contain different structures, purposes, levels of meaning, and complexity.
5. Lead team members from each content area and level will serve as part of a Lead Literacy Team. The Lead Literacy team will serve to help the administration to implement the reading plan as well as develop school wide literacy activities that will build a strong literacy rich culture among students, teachers, and community. This culture will help support the school's goal of

100% reading proficiency for its students.

6. All teachers are giving the opportunity to become reading endorsed and will be reimbursed by the district once they have received their endorsement.

*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?

FCIM calendars are shared with Construction and Engineering Technology Academy teachers so they can help students see the relevance of academics to their everyday lives and their future.

Students participate in applied and integrated science and agriculture classes, as well as combination English/Social Studies classes. Hands on projects, community guest speakers and cooperative, distributive education experiences are provided (to those who qualify) to help students see the relationship between each subject and their present and future goals. Quadrant D lessons are emphasized each nine weeks to give students real world problem-solving experiences. "Quadrant D lessons" are those experiences that provide real world problems to students who then must find a solution, justify it, implement it and present the completed work for grading by a rubric.

Career academies at the high school level enable students to participate in on-the-job activities and hands-on projects. Students may choose from a variety of electives, both career and technical and academic that can be a springboard to a future career.

Students go through an extensive career prep program in middle school, are counseled during the registration process, and an open house is held for parents and students each spring so that new graduation requirements, class descriptions and teacher discussions can be held.

As the schedule allows and as teachers are certified, new courses are added to the curriculum. Florida Virtual School courses as well as on-line dual enrollment classes are available for students to enroll in and a lab and class time is provided to students who take these courses.

Starting with the rising seniors, and moving down through the grades to the rising 9th grade, space in applied and integrated courses is filled. Teachers also volunteer to do one-on-one directed study and tutoring to assist students in their academic choices and course completion.

In middle school, students take three wheel classes of one nine week's length to give them a feel for career and technical programs provided by the high school. Students travel to the other high school in the county to observe the academy and technical programs offered there, and all programs use an interview system to admit students. Students from both schools may attend either school to complete the program of their choice.

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?

Each year an extensive registration and counseling program is implemented at the middle and high school level to ensure that students and their parents are given every opportunity to set and pursue goals that are both personally relevant and future-oriented as far as the school is able to provide. In the 8th grade students use EPEP's to explore careers and receive counseling on goal setting and careers. Grades 6 through 8 have exploratory wheel classes and career expos. High school students attend career fairs, and individual teachers invite speakers, relevant to their subject matter, who can provide personal insight into careers for the students.

All student records are checked at least once a nine weeks and the counselor and teachers initiate parent conferences to discuss grades, discipline, career goals(attainability and sustainability) and to ensure adequate progress is being made toward those goals.

Two guidance counselors provide students with individualized counseling and registration assistance. Guidance sessions are also incorporated into the English classes or the FCIM time to provide information, discussion opportunities and face-to-face time between each student and the counselor.

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](#)

Based on the High School Feedback Report, the district has expanded its commitment to offer more Dual Enrollment opportunities for students. Algebra I is now offered to qualifying students in grade 8. College Algebra, Trigonometry and Pre-Calculus are offered on campus as is Physics and Chemistry (depending on enrollment and teacher availability). A dual enrollment lab, staffed by a qualified para-professional is open all periods of the school day. Students are identified in the 8th grade and (with testing and counseling) 9th graders may

take dual enrollment courses. Students are encouraged to take the PERT/ACT/SAT in the 8th and 9th grade to qualify for dual enrollment. Distance Learning is used each period so that students may take courses not offered directly on campus. An extensive career counseling regimen is coordinated by the middle and high school guidance offices; this includes career fairs, college visitations, college speakers, group and individual counseling, monthly meeting with class groups and grades/GPA

counseling. Early enrollment in post secondary institutions is offered to qualifying students. Registration is held each year in the Spring, so that parents and students are informed of their choices; Career Pathways is used as are EPEP's in the 8th grade. Career and Technical teachers coordinate course content with Florida Gateway College and Santa Fe College so that college credit testing can take place at the completion of the course. All career and technical programs have at least one industry certification test that is given. Engineering courses were added to the curriculum in the 2007-8 school year and ENC 1101 and 1102 are offered on campus as well. Students may advance at their own pace through dual enrollment and Florida Virtual School. Counseling ensures grades remain high and problems are hopefully avoided. In addition, all computer labs were updated with new equipment. The school now has a dedicated Middle School lab, a dual enrollment lab and two smart labs.

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:	The percentage of students scoring below Achievement Level 3 in reading will decrease by at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (162) of students scored at Achievement Level 3 on the 2012 FCAT in Reading.	73% of students are expected to score a level 3 or higher in Reading on the 2013 FCAT.

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	Each year a certain % of students' scores will go down due to the difficulty of the next year's test.	Reading classes for all students in grades 5-9. 10th -12th grade level 1 students have a reading class. All teachers engaged in effective reading instruction.	Reading Coach, THS Admin. District Admin. team.	Deep FRI refresher, disaggregation of data, on- going progress monitoring of all students, FCIM calendars for each subject and grade level, which include, assessments and enrichment activities.	FCIM assessments and enrichment activities and 2013 FCAT reading, FAIR, Star results
2	Students entering THS not have the same level of instruction as current THS students.	Identify and isolate any reading difficulties in incoming students	Reading Coach/Reading Teachers	New Students are given the FAIR assessment to determine level of proficiency (and any deficiencies if they exist)	FCIM assessments, FCAT Testmaker data (3 times yearly) 2013 FCAT Reading.
3	Reading difficulties persist, despite continued remediation	Targeted Interventions for weak areas	Reading Coach/Reading Teachers	Increase in scores on progress monitoring tools	FCAT testmaker and, ultimately, 2013 Reading FCAT
4	Students continue to need additional remediation beyond the school day	21st Century after school program	Admin./Reading Coach/ Teachers/21st Century Coordinator	Increased success on all assessments	All classroom assessments, Progress Monitoring tools and 2013 FCAT Reading

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:	50% of Florida Alternate Assessment students at Trenton Middle/High will score a level 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2 out of 4)	75% (3 out of 4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Students and teachers will need to become familiar with the Florida Alternate Assessment format.	Classroom Teachers ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups will become familiar with the FAA format.	Florida Alternate Assessment Reading
2	Students may not make achieved performance level due to increased difficulty of the FAA at the next grade level.	Individual and small group instructions Guided Practice Independent Practice	Classroom Teacher ESE Staffing Specialist	Curriculum Assessments FCIM Assessment STAR Results	Florida Alternate Assessment Reading

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:	At least 95% of students who scored at or above Achievement Level 4 on the 2012 FCAT in Reading will maintain their status as high performing on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (214) of students scored at or above Achievement Level 4 on the 2012 FCAT in Reading.	It is expected that at least 95% of the students will remain high performing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student achievement level may fall as the difficulty level of the next year's test increases.	Enrichment activities for students who scored a level 3 or higher. Challenge students to a more consistently high standard of performance	Teachers/Administration	Increase enrollment of dual enrollment classes and upper level classes. For upper grades, encourage students to take upper level classes and dual enrollment. Quadrant D projects and activities.	Registration and enrollment records for dual enrollment and upper level classes.
2	Loss of "edge" as time moves beyond 2010 FCAT. Need for continued emphasis/remediation/enrichment	FCIM progress monitoring and instruction. Classroom instruction with progress monitoring every two weeks. Continued classroom attention to FCAT benchmarks and effective strategies	Teachers/Admin	Disaggregate data from each assessment used to remediate/reassess. Enrichment also assessed using progress monitoring	Progress monitoring using FCAT testmaker and 2013 FCAT Reading

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:	50% of Florida Alternate Assessment student at Trenton Middle/High will maintain a level 7 or above in Reading.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2 out of 4)	50% (2 out of 4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Students and teachers will need to become familiar with the Florida Alternate Assessment format.	Classroom Teachers ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups will become familiar with the FAA format.	Florida Alternate Assessment Reading
2	Students may not make commended performance level due to increased difficulty level of the FAA at the next grade level.	Individual and small group instructions Guided Practice Independent Practice	Classroom Teacher ESE Staffing Specialist	Curriculum Assessments FCIM Assessments STAR Results	Florida Alternate Assessment Reading

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:	75% of students will increase their reading level by one or more year's growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (397) of THS students made learning gains in Reading on the 2012 FCAT.	75% of students are expected to make learning gains in Reading on the 2013 FCAT.

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	Difficulty in raising lowest students' scores. Meeting the needs of the students is diverse and complicated	Maintain data through FCIM calendar. Assess frequently. Drill down the skills frequently. Develop relationships with the students to open lines of communication and learning.	Teachers/guidance/	FCIM test data and progress monitoring on FCAT testmaker. Observation and teacher-student discussion.	FCAT Testmaker 3 times a year and 2013 FCAT Reading.
2	Some students have not/are not responding positively to present reading remediation	Continued Intensive Remediation and targeted interventions in specific areas of weakness	Reading Coaches/Reading Teachers	Ongoing progress monitoring	Progress monitoring and, ultimately, 2013 FCAT Reading.
3	Students are not/will not receive the support they need to be successful.	21st Century after school program. Mentoring and emotional support	All Faculty	One-on-one discussions with each student/troubleshooting problem. PBS. After school tutoring; FCIM progress monitoring	2013 FCAT Reading
4	Some students have not/are not responding positively to present reading remediation	Increased and intensive tutoring and remediation through after school sessions, small group in-class sessions. Each teacher knows these students by name and	All Faculty	Progress monitoring in classroom and of FCIM plan implementation	FCIM progress monitoring, grades in classes, and 2013 FCAT Reading

		engages said students in mentoring conversations daily		
--	--	--	--	--

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:	100% of Trenton Middle/High School students taking the Florida Alternate Assessment will increase their reading level by one year's growth or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 out of 1) of Florida Alternate Assessment students at Trenton Middle/High School made learning gains in reading, in 2012.	100% (1 out of 1) of Florida Alternate Assessment students at Trenton Middle/High School are expected to make learning gains in reading, in 2013. Three students will be taking the FAA for the first time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the time the FAA is given, students may not have enough time to learn classroom material necessary to make gains.	Make sure to teach material that is relevant to the FAA. Small group instructions	Classroom Teacher	FCIM Report	Florida Alternate Assessment
2	Due to increased difficulty of the Florida Alternate Assessment at the next grade level, student may not make learning gains.	Individual and small group instructins	Classroom Teacher	FCIM Report	Florida Alternate Assessment
3	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Students and teachers will need to become familiar with the Florida Alternate Assessment format.	Classroom Teachers	FCIM Report	Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of non-proficient students in the lowest 25% will be reduced by 10% on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (392) of students in the lowest 25% made learning gains on the 2012 FCAT in Reading.	It is expected that at least 50% of students in the lowest quartile will make learning gains as measured by the 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	continued low achievement level on previous assessments	Identify students, develop relationships, and work individually with each student to maintain/increase	All teachers/Admin	Disaggregate and use FCIM data, discussions with student, FAIR data, student grades.	FCIM assessments and 2013 FCAT Reading.

	Reading score as measured on 2013 FCAT reading	
--	--	--

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 #					
	By the 2016-2017 school year, the percentage of students demonstrating proficiency in reading will increase by 17%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	73%	75%	78%	81%	

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:	At least 78% of white students will score at Achievement Level 3 or higher on the 2013 FCAT in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(414)of white students scored at Achievement Level 3 or higher on the 2012 FCAT in Reading.	It is expected that at least 78% of white students will score at Achievement Level 3 or higher on the 2013 FCAT in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Tracking all students to ensure all subgroups are meeting AMO targets	continued monitoring/tracking all students in all categories	All faculty	Through the bi-monthly RTI meetings each teacher will continue tracking students' progress from progress monitoring, daily grades, attendance in order to identify students at risk.	FCAT Reading

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:	All ELL students will reach AMO targets in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on current enrollment at Trenton High School 3% of the THS population is Hispanic all of which do not qualify as ELL students. THS will continue to track the progress of all of its students to ensure students are reaching AMO targets.	All subgroups will reach AMO targets.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	ELL is a statistically relevant group	strategies applied to all other groups applied here as well	All Faculty	FCAT progress monitoring	2013 FCAT Reading

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:	The percentage of students with disabilities scoring below Achievement Level 3 in reading will be reduced by at least 6% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of students with disabilities scored at Achievement Level 3 or higher on the 2012 FCAT 2.0 in Reading.	It is expected that at least 46% of students with disabilities will score at or above Achievement Level 3 on the 2013 FCAT 2.0 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student scores have leveled out despite remediation	District implementation of "Failure Free Reading" for students who are not phonemic learners	Reading Coach/ Reading Teachers	Progress monitoring of program and FCIM progress monitoring with enrichment and remediation as needed	FCIM Assessments FCAT testmaker FCAT 2.0
2	Students need remediation on an ongoing and intensive manner	Continue Read 180, Language X, Reading remediation as needed, and on-going instruction/remediation by classroom teachers	reading Coach, All Faculty	Placement in remediation class with individual, small group and whole group instruction, both by teacher and computer. Progress monitoring of FCIM, FCAT testmaker and in class materials	FCIM Assessments FCAT testmaker FCAT 2.0
3	Modification of disability status	Communication between classroom teacher, guidance and cooperative consultation teacher	Cooperative Consult teacher/ All Faculty	Consultation process, dissemination of accommodations for students, frequent mentoring/consultation between guidance, teacher, students and parents, FCIM and FCAT testmaker data as well as student grades	FCAT testmaker FCAT 2.0
4	Students with Disabilities need frequent feedback, mentoring and intensive tutoring	Utilize 21st Century after school program to aid in mentoring/tutoring and provide nourishment and support	21st Century coordinator/ All Faculty	Monitor grades, growth and development of student through grades, FCIM scores and FCAT testmaker scores	FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	67% of economically disadvantaged students will score at or above Achievement Level 3 on the 2013 FCAT 2.0 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of economically disadvantaged students scored at or above Achievement Level 3 on the 2012 FCAT 2.0 in Reading.	It is expected that at least 67% of economically disadvantaged students will score at or above Achievement Level 3 on the 2013 FCAT 2.0 in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not get proper nutrition to maintain healthy mind/body	Enroll student in after-school program. Students receive a snack and tutoring after the regular school day, as well as enrichment activities	21st Century coordinator/teachers	Progress monitoring tools, teacher observation	student grades, FCIM assessments and 2013 FCAT Reading.

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
Comprehension Instructional Sequence (CIS) Model	6th-12th Grades All subjects	District Office Staff	School-wide	Quarterly PD Sessions scheduled on Early Release Days, and during Morning Meetings	Classroom Observations and Walk-throughs	Administrators

Reading 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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:				
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:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:				
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:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	
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:

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

Mathematics Goal # 3b:

--

2012 Current Level of Performance:

2013 Expected Level of Performance:

--

--

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

--

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 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%.

Elementary School 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:	
---	--

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

--	--

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
---	--

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

--	--

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
--	--

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

--	--

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
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				

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring below Achievement Level 3 in Mathematics will decrease by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (136) of students scored at Achievement Level 3 on the 2012 FCAT 2.0 in Mathematics.	It is expected that at least 70% of students will score at or above Level 3 on the 2013 FCAT 2.0 in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in raising lowest students' scores. Meeting the needs of the students is diverse and complicated.	Maintain data through FCIM calendar. Assess frequently. Drill down the skills frequently. Develop relationships with the students to open lines of	Teachers & Guidance	FCIM test data and progress monitoring on FCAT testmaker. Observation and teacher-student discussion.	FCAT Testmaker 3 times a year and 2013 FCAT Mathematics

		communication and learning.			
2	New Common Core State Standards (CCSS)	Enrichment activities for proficient students in order to achieve a consistently high performance level. Implementation of Florida Continuous Improvement Model (FCIM). Marzano instructional strategies.	Administrators Teachers	Classroom Observations and Walk-throughs. Frequent progress monitoring.	iObservation FCAT Testmaker FCIM Assessments Chapter Tests FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	50% of Florida Alternate Assessment students will score a level 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1 out of 4)	50% (2 out of 4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will not be able to make achieved level due to increased difficulty of the test at the next grade level	Individual and small group instructions Reciprocal Teaching	Classroom Teachers ESE Staffing Specialist	Curriculum Assessments FCIM Assessments	Florida Alternate Assessment
2	Some students will not be familiar with the format of Florida Alternate Assessment	Get the students and teachers familiar with the Florida Alternate Assessment	Classroom Teachers ESE Staffing Specialist	Conduct Training with teachers and students so that both groups become familiar with the FAA format	Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Trenton High School will increase the percentage of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 in Mathematics by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (117) of students scored at or Above Achievement Level 4 on the 2012 FCAT 2.0 in Mathematics.	It is expected that at least 35% of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 in Mathematics.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	New Common Core State Standards (CCSS)	Enrichment activities for high performing students to ensure those students receive the opportunity to apply higher order thinking skills and reach their academic potential. Implementation of Florida Continuous Improvement Model (FCIM). Marzano instructional strategies.	Administration	Classroom Observations Frequent Progress Monitoring	iObservation FCAT 2.0 FCAT Testmaker FCIM Assessments Chapter 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	100% of Florida Alternate Assessment students will score a Level 7 or higher in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3 out of 4)	100% (4 out of 4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will not be able to make commended level due to increased difficulty of the test at the next grade level	Individual and small group instruction Reciprocal Teaching	Classroom Teachers ESE Staffing Specialist	Curriculum Assessments FCIM Assessments	Florida Alternate Assessment
2	Some students will not be familiar with the format of the FAA	Help teachers and students become familiar with the format of the FAA	Classroom Teachers ESE Staffing Specialist	Conduct training with teachers and students so that both groups become familiar with the format of the FAA	Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	75% of students will achieve at least one year's growth in their math level as measured by the 2013 Mathematics FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (279) of student made learning gains on the 2012 FCAT 2.0 in mathematics.	It is expected that at least 75% of students will make learning gains on the 2013 FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

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

1	Students continue to need remediation beyond school day	21st Century After School Program	Administration & 21st Century Coordinators	Analyze progress monitoring data	Classroom assessments, progress monitoring assessments, and 2013 Mathematics FCAT
2	New Common Core State Standards (CCSS)	Training for teachers on the CCSS Implementation of Marzano Instructional Strategies	Administrators	Classroom Observations Frequent Progress Monitoring	iObservation FCAT Testmaker FCIM Assessments FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	100% of FAA students will increase their math level by at least one year's growth in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 out of 1) of Florida Alternate Assessment students made learning gains in math in 2012.	100% (1 out of 1) of FAA students are expected to make learning gains in math in 2013. Three students will be taking the FAA for the first time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the date of the FAA administration, students may not have adequate time to learn classroom material necessary to make learning gains	Teach material that is relevant to the FAA prior to the test. Small group instruction	Classroom Teachers	Frequent Progress Monitoring	FCIM Assessments Florida Alternate Assessment
2	Increased difficulty of the FAA at the next grade level	Individual and small group instruction	Classroom Teachers	Frequent Progress Monitoring	FCIM Assessments Florida Alternate Assessment
3	Due to students taking FCAT previously, some students will not be familiar with the format of the FAA	Implement the Unique Learning System Manipulatives Technology	Classroom Teachers	Frequent Progress Monitoring	FCIM Assessments Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 75% of students in the lowest quartile will make learning gains on the 2013 FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (302) of students in the lowest 25% made learning gains on the 2012 FCAT 2.0 in mathematics.	It is expected that at least 75% of students in the lowest 25% will make learning gains on the 2013 FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core State Standards (CCSS)	Professional Development for teachers on the CCSS	Administrators	Classroom Observations Frequent Progress Monitoring	iObservation FCAT Testmaker FCIM Assessments FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # By the 2016-2017 school year, the percentage of middle school students demonstrating proficiency in mathematics will increase by 18%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	70%	73%	76%	79%	

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:	78% of white students will score at or above Achievement Level 3 on the 2013 FCAT 2.0 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of white students scored at or above Achievement Level 3 on the 2012 FCAT 2.0 in mathematics.	It is expected that at least 78% of white students will score at or above Achievement Level 3 on the 2013 FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core State Standards (CCSS)	Professional Development for teachers on the CCSS Implementation of Marzano instructional strategies	Administrators	Classroom Observations Frequent Progress Monitoring	iObservation FCAT Testmaker FCIM Assessments FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	At least 70% of English Language Learners will score at or above Achievement Level 3 in Mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:

86% of English Language Learners scored at or above Achievement Level 3 in Mathematics on the 2012 FCAT 2.0.	It is expected that at least 70% of English Language Learners will score at or above Achievement Level 3 in Mathematics on the 2013 FCAT 2.0.
--	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core State Standards (CCSS)	Professional Development for teachers on CCSS Implementation of Marzano instructional strategies	School Based Administrators	Classroom Observations Frequent Progress Monitoring Florida Continuous Improvement Model (FCIM)	iObservation FCAT Testmaker FCIM Assessments FCAT 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	48% of students with disabilities will score at or above Achievement Level 3 in mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of students with disabilities scored at or above Achievement Level 3 in Mathematics on the 2012 FCAT 2.0.	It is expected that at least 48% of students with disabilities will score at or above Achievement Level 3 in mathematics on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Common Core State Standards (CCSS)	Professional Development for teachers on CCSS Implementation of Marzano instructional strategies	School Based Administrators	Classroom Observations Frequent Progress Monitoring Florida Continuous Improvement Model (FCIM)	iObservation FCAT Testmaker FCIM Assessments FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	63% of economically disadvantaged students will score at or above Achievement Level 3 in mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of economically disadvantaged students scored at or above Achievement Level 3 in mathematics on the 2012 FCAT 2.0.	It is expected that at least 63% of economically disadvantaged students will score at or above Achievement Level 3 in mathematics on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	New Common Core State Standards (CCSS)	Professional Development for teachers on CCSS	School Based Administrators	Classroom Observations	iObservation

1	Implementation of Marzano instructional strategies	Frequent Progress Monitoring Florida Continuous Improvement Model (FCIM)	FCAT Testmaker FCIM Assessments FCAT 2.0
---	--	---	--

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	50% of Florida Alternate Assessment students at Trenton Middle/High will score a level 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1 out of 4)	50% (2 out of 4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will not be able to make achieved level due to increased difficulty of the test at the next grade level.	Individual and small group instructions Reciprocal Teaching	Classroom Teachers ESE Staffing Specialist	Curriculum Assessments FCIM Assessments	Florida Alternate Assessment
2	Some student will not be familiar with the Florida Alternate Assessment format	Get the students and teachers familiar with the Florida Alternate Assessment.	Classroom Teachers ESE Staffing Specialist	Conduct Training with teachers and students so that both groups become familiar with the FAA format	Florida Alternate Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	100% of Florida Alternate Assessment students at Trenton Middle/High will score a level 7 or above in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3 out of 4)	100% (4 out of 4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students will not be able to make	Individual and small group instructions	Classroom Teachers	Curriculum Assessments	Florida Alternate Assessment

1	commended level due to increased difficulty of the test at the next grade level.	Reciprocal Teaching	ESE Staffing Specialist	FCIM Assessment	
2	Some students will not be familiar with the Florida Alternate Assessment format	Make sure the students and teachers are familiar with the Florida Alternate Assessment	Classroom Teachers ESE Staffing Specialist	Conduct training with teachers and students so that both groups become familiar with the FAA	Florida Alternate Assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	100% of Trenton Middle/High School students taking the Florida Alternate Assessment will increase their math level by one year's growth or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 out of 1) of Florida Alternate Assessment students at Trenton Middle/High School made learning gains in math, in 2012.	100% (1 out of 1) of Florida Alternate Assessment students at Trenton Middle/High School are expected to make learning gains in math, in 2013. Three students will be taking the FAA for the first time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the time the FAA is given, students may not have enough time to learn classroom material necessary to make gains.	Make sure to teach material that is relevant to the FAA. Small group instructions	Classroom Teachers	FCIM Report	Florida Alternate Assessment
2	Due to increased difficulty of the Florida Alternate Assessment at the next grade level, student may not make learning gains.	Individual and small group instructins	Classroom Teachers	FCIM Report	Florida Alternate Assessment
3	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Students and teachers will need to become familiar with the Florida Alternate Assessment format.	Classroom Teachers	FCIM Reports	Floridaa Alternate Assessment

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of Algebra 1 students who score below Achievement Level 3 on the Algebra 1 EOC will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (38) of Algebra 1 students scored at Achievement Level 3 on the Algebra 1 EOC.	It is expected that at least 75% of Algebra 1 students will score at or above Achievement Level 3 on the Algebra 1 EOC Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking basic skills in math.	Spiral Review	Math Teachers	Frequent Progress Monitoring	FCAT Testmaker FCIM Assessments Class Assessments Algebra 1 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of Algebra 1 students that score at or above Achievement Level 4 on the Algebra 1 EOC Assessment will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (25) of Algebra 1 students scored at or above Achievement Level 4 on the Algebra 1 EOC Assessment.	It is expected that at least 30% of Algebra 1 students will score at or above Achievement Level 4 on the Algebra 1 EOC Assessment.

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # <input type="text"/> 3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	At least 75% of white Algebra 1 students will score at or above Achievement Level 3 on the Algebra 1 EOC Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (58) of white Algebra 1 students scored at or above Achievement Level 3 on the Algebra 1 EOC Assessment. Other subgroups have no data reported because the total number in each group is less than 10.	It is expected that at least 75% of white Algebra 1 students will score at or above Achievement Level 3 on the Algebra 1 EOC Assessment.

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

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	No data

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	At least 45% of Algebra 1 Students with Disabilities will score at or above Achievement Level 3 on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (7) of Algebra 1 students with Disabilities scored at or above Achievement Level 3 on the Algebra 1 EOC Assessment.	It is expected that at least 45% of Algebra 1 Students with Disabilities will score Level 3 or higher on the Algebra 1 EOC Assessment.

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	70% of economically disadvantaged Algebra 1 students will score at or above Achievement Level 3 on the Algebra 1 EOC Assessment.
---	--

2012 Current Level of Performance:		2013 Expected Level of Performance:			
64% (29) of economically disadvantaged Algebra 1 students scored at or above Achievement Level 3 on the Algebra 1 EOC Assessment.		It is expected that at least 70% of economically disadvantaged Algebra 1 students will score Level 3 or above on the Algebra 1 EOC Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Create engaging activities	Teacher School Based Administrators	Teacher/Administrator Observation of level of student engagement Progress Monitoring	Class Assessments FCIM Assessments Geometry EOC iObservation

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:		70% of Geometry students will score at or above Achievement Level 3 on the 2013 Geometry EOC Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% (17) of students scored in the medium range on the 2012 Geometry EOC Assessment.		It is expected that at least 70% of Geometry students will score at or above Level 3 on the 2013 Geometry EOC Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Creating Engaging Activities	Math Teachers School Based Administrators	Progress Monitoring Teacher/Administrators Monitoring Level of Student Engagement	Class Assessments FCIM Assessments Geometry EOC iObservation

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:		60% of Geometry students will score at or above Achievement Level 4 on the 2013 Geometry EOC assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
52% (38) of Geometry students scored in the high range on the 2012 Geometry EOC assessment.		It is expected that at least 60% of students will score at or above Achievement Level 4 on the 2013 Geometry EOC Assessment.			

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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				

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						

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	100 % of Florida Alternate Assessment students at Trenton Middle/High School will score higher than levels 4, 5, 6 on the 2013 FAA in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 3)	N/A
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	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Make sure that teachers and students are familiar with the Florida Alternate Assessment format.	Classroom Teachers ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups become familiar with the FAA.	Florida Alternate Assessment
2	Due to the time of year the Florida Alternate Assessment is given, students may not have enough time to become proficient with the curriculum being taught.	Make sure to teach material that is most relevant to the FAA. Small group instructions	Classroom teacher	FCIM report	Florida Alternate Assessment Science

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	100% of Trenton Middle/High School students taking the Florida Alternate Assessment will maintain a level 7 or above in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3 out of 3)	100% (1 out of 1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Make sure that teachers and students are familiar with the Florida Alternate Assessment format.	Classroom Teacher ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups become familiar with the FAA.	Florida Alternate Assessment Science
2	Due to the time of year the Florida Alternate Assessment is given, students may not have enough time to become proficient with the curriculum being taught.	Make sure to teach material that is most relevant to the FAA Small group instructions	Classroom Teachers	FCIM Report	Florida Alternate Assessment Science
3	Due to students taking FCAT previously, some students will not be familiar with the format of the FAA	Implement the Unique Learning System Manipulatives Technology	Classroom Teachers	Frequent Progress Monitoring	FCIM Assessments Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At least 25% of 8th grade students will score at or above Achievement Level 4 on the 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

19% (37) of 5th and 8th grade students scored at or above Achievement Level 4 on the 2012 Science FCAT.		It is expected that at least 25% of 8th grade students will score at or above Achievement Level 4 on the 2013 Science FCAT.		
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:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		100% of the FAA students will score a level 7 or above on the 2013 FAA in science.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
100% (3 out of 3)			100% (1 out of 1)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the date of the FAA administration, students may not have adequate time to learn classroom material	Teach material that is relevant to the FAA prior to the test. Small group instruction	Classroom Teachers	Frequent Progress Monitoring	FCIM Assessments Florida Alternate Assessment

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:	100 % of Florida Alternate Assessment students at Trenton Middle/High School will score higher than levels 4, 5, 6 on the 2013 FAA in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 3)	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Make sure that teachers and students are familiar with the Florida Alternate Assessment format.	Classroom Teachers ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups become familiar with the FAA.	Florida Alternate Assessment
2	Due to the time of year the Florida Alternate Assessment is given, students may not have enough time to become proficient with the curriculum being taught.	Make sure to teach material that is most relevant to the FAA. Small group instructions	Classroom teacher	FCIM report	Florida Alternate Assessment Science

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:	100% of Trenton Middle/High School students taking the Florida Alternate Assessment will maintain a level 7 or above in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3 out of 3)	100% (1 out of 1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to students taking FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Make sure that teachers and students are familiar with the Florida Alternate Assessment format.	Classroom Teacher ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups become familiar with the FAA.	Florida Alternate Assessment Science
2	Due to the time of year the Florida Alternate Assessment is given, students may not have enough time to become proficient with the curriculum being taught.	Make sure to teach material that is most relevant to the FAA Small group instructions	Classroom Teachers	FCIM Report	Florida Alternate Assessment Science

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.	75% of THS Biology students will score level 3 or higher
--	--

Biology Goal #1:	on the 2013 Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (19) of THS Biology students scored in the medium range on the 2012 Biology EOC Assessment.	It is expected that at least 75% of Biology students will score at or above Achievement Level 3 on the 2013 Biology EOC.

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	poor student attendance, lack of prior student knowledge, and lack of classroom contact time for the volume of tested material.	close adherence to GCSD curriculum map and use of inquiry learning strategies.	teachers at all grade levels	analysis of FCAT Biology EOC results, FCAT Testmaker progress monitoring, and classroom assessments.	FCAT Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	At least 35% of Biology students will score at or above Achievement Level 4 on the 2013 Biology EOC Assessment.
Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (12) of Biology students scored in the high range on the 2012 Biology EOC Assessment.	It is expected that at least 35% of Biology students will score at or above Achievement Level 4 on the 2013 Biology EOC Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	poor student attendance, lack of prior student knowledge, and lack of classroom contact time for the volume of tested material.	close adherence to GCSD curriculum map and use of inquiry learning strategies.	teachers at all grade levels	analysis of FCAT Biology EOC results, FCAT Testmaker progress monitoring, and classroom assessments.	FCAT Biology EOC

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

Comprehension Instructional Sequence (CIS) Model	6th-12th Grade Science Teachers	District and Administrative Staff	School-wide	Early Release Days	Classroom Observations	District Staff and School Based Administrators
--	---------------------------------	-----------------------------------	-------------	--------------------	------------------------	--

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:	At least 96% of THS 8/10 graders will progress through instruction/assessment on the holistic scoring rubric for the 2013 FCAT Writes and score a 3 or above on the 2013 FCAT writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% OF 8TH Graders achieved a score of 3 or higher on 2012 FCAT writes 8th Grade (86/95) 90% of 10th graders achieved a score of 3 or higher on 2012 FCAT writes 10TH Grade (80/89)	96% of students in 8th and 10th grades will score a level 3 or higher on the 2013 FCAT writes

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	Keeping students at the same level of proficiency (or higher) from grade 8 or grade 10	Writing program that is rigorous and comprehensive in all grades	Director of Secondary Ed/ Teachers	Student grades on inclass assessments, Gilchrist Writes assessments and classroom instruction	FCAT Writes 2013
	Raising student achievement	In county program of writing instruction, assessment and	Director of Secondary Education, Admin,	Assessment topic from DSE, students write, teachers trade papers	Gilchrist Writes and FCAT Writes 2013

2		cooperative grading between the two schools in-county	Teachers	to grade. Each assessments' grades collated and used for evaluation purposes. Students see how other graders view their writing	
3	State requirements for Writing becoming more rigorous and scoring to be done holistically.	Lesson plans for all English/LA teachers will include rubrics for scoring the students' writing samples with the more rigerous requirements and holistic scoring emphasis. Teachers received 2 days of intensive training on calibration papers and anchor papers for grading rubric.	Teachers	Grades on writing assignments and Gilchrist Writes scores	FCAT 2013

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:	100% of Florida Alternate Assessment students at Trenton Middle/High School will maintain a score of 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2 out of 2)	100% (1 out of 1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to students taking the FCAT the past few years, some students will not be familiar with the Florida Alternate Assessment format.	Make sure that teachers and students are familiar with the Florida Alternate Assessment format.	Classroom Teachers ESE Staffing Specialist	Conduct trainings with teachers and students so that both groups are familiar with the FAA.	Florida Alternate Assessment Writing
2	Due to the time of year the Florida Alternate Assessment is given, student may not have enough time to become proficient with writing.	Make sure to teach material that is most relevent to the FAA. Guided Practice Independent Practice	Classroom Teachers	Student work samples	Florida Alternate Assessment Writing

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

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

				Target Dates	
--	--	--	--	--------------	--

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deep discussion of state calibration and anchor papers for grades 8,10 Gilchrist Writes grading to reflect state changes. Common Core Standards preparation and integration	Language Arts and English teachers 6-12 and including ESE/inclusion teachers	Director of Secondary Education	All county language arts, English, and inclusion teachers	Pre-planning and Sept. 10, 11	Gilchrist Writes and data collaboration. Schools trade papers to ensure fidelity	Director of Secondary Education, Principals and teachers
Teachers meet to grade papers together at MS and HS levels (3 times during the year)	Language Arts and English teachers 6-12. To include inclusion and ESE teachers	Director of Secondary Education	All language arts and English teachers.	Sept. 20/21 Nov. 14/15 Jan. 17/18 grading dates	compare grades and remediate students using weekly writing assignments and in class collaboration	Director of Secondary Education, Principals, teachers

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:

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

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

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

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

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Reduce the % of students with excessive absences and tardies by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97% students attend each day	97% attendance rate will be maintained
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
155	Reduce the # of students with 10 or more absences by 10% (139)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
205	Reduce the number of students with 10 or more tardies by 10% (184)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to be tardy and absent	Continue Home Visits by Truancy Officer, Child Study Team meetings, weekly attendance letters 5, 10, and 15 day letters notifying parents of the absences, student incentives for not having any additional absences or tardies	Administration/Truancy Officer	Reduced number of absences and tardies	Attendance Reports

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

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

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

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:	Trenton High School will reduce the percent of students receiving out of school suspension and in school suspension for the 2012-13 school year. We will strive to create other interventions and alternatives to suspensions through use of the Positive Behavior Support Team.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
478	Reduce by 10%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
190	Reduce by 10%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
242	Reduce by 10%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
136	Reduce by 10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited consequence options & Community Expectations	THS will utilize the LEAPS program for behavior modification and responsibility training Community forum to discuss the student code of conduct and bus code of conduct	Administration	Review of student discipline data	% of overall student referrals for OSS and ISS
2	students need positive behavior incentives	PBS team will continue to work to give positive motivation for behaviors	Dean and PBS team	review of student data	% of overall student referrals for discipline infractions

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
PBS/MTSS	6th-12th Grades All Subjects	Administration	School-wide	Monthly	Analyze Discipline Data	PBS Coach School Based Administrators

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

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	THS currently has a 92% graduation rate and an .0014% drop out rate, THS administration and teachers will strive to reduce the percent of students dropping out to 0%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
THS currently has a drop out rate of less than .0014%	THS will reduce the % of students that drop out to 0%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Trenton High School's NGA (school grades) current graduation rate is 92%	THS would like to increase the 2012-13 graduation rate to 98%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who after repeated interventions choose to drop out and mostly pursue programs outside the traditional school campus	Child Study Team meetings, involve outside agencies to help the student see the relevance of obtaining a high school diploma	Administration, guidance and the entire THS faculty	Admin. will monitor closely the attendance patterns of students at THS	Graduation rate for the 2012-13 SY.

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		As a rural community, parents must travel some distance to commute to work; it is, therefore, difficult for parents to participate extensively. Teachers are willing to give students incentives to help raise parent participation. Administration will make weekly phone calls home using the automated calling system in order to keep parents informed regarding school events and news.			
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Less than 5% (30) participated in a PTO during the 2011-12 SY.		Increase PTO participation by 10%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents cannot always come to P/T meetings. Teachers cannot always reach parents by phone or personal contact	Parent/Guardians have access to view student grades and attendance by use of Skyward, an on-line grade input and reporting program, link on the district/school web site	Administration/ Teachers	parent feedback and positive survey results	survey results at the end of 2012-13 school year
	Parents cannot always come to P/T meetings. Teachers cannot always reach parents	THS will keep parents and guardians informed of current school events	Admin./Teachers	parent survey/discussions with parents	parent survey

2	by phone or personal contact	using the phone message school messaging system, email, and classroom newsletters			
3	Lack of a large scale parental participation hinders TMHS's ability to effectively provide feedback, leadership and cooperative productive interaction.	The newsletter will be produced by a group of supervised students, in cooperation with the school faculty to include information from all grade levels and organizations within the school.	21st Century teacher	Parent feedback (formal and informal)	parent feedback and survey
4	Low parental involvement. Difficulty in contacting parents	Website calendar maintained to keep parents apprised. Also newspaper calendar.	Admin/Teachers	Parent feedback	parent feedback

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

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

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

Parent Involvement Budget:

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

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:		To increase student awareness and knowledge of STEM careers, and provide guidance to students interested in STEM fields in selecting STEM-related courses at the high school level and through dual enrollment classes.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of background knowledge about STEM career options	Provide information and guidance to students about STEM courses and career options	Guidance Counselors	Analyze enrollment in STEM related courses	Course enrollment records

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

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

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:		Increase the number of students gaining industry certification by 10%.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Student Technology Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Student Technology Safety Goal Goal Student Technology Safety Goal Goal #1:		Internet security and safety to protect students and faculty from internet threats as well as protect students and faculty from threats within our network		
2012 Current level:		2013 Expected level:		
Anti-virus software installed on all computers. Web based security and screening of all access to the internet. Each student computer is "frozen" so that no malicious or non-instructional materials can be installed or downloaded. In addition, students cannot change settings.		Continued maintenance/monitoring of network to ensure student safety and the integrity of the server system at THS		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

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

End of Student Technology Safety Goal Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Gilchrist School District TRENTON HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	86%	69%	315	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	62%	66%			128	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?	47% (NO)	58% (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					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Gilchrist School District TRENTON HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	87%	89%	68%	325	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	61%	79%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	66% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					581	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested