

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DIXIE M. HOLLINS HIGH SCHOOL

District Name: Pinellas

Principal: Dr. Daniel J. Evans

SAC Chair: Tom Lynd

Superintendent: Dr. Michael Grego

Date of School Board Approval:

Last Modified on: 10/23/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Daniel J. Evans	English 6-12; Journalism 6-12; Educational Leadership	3	9	Dr. Evans is entering his third year as principal of DHHS. In the past two years, Dixie has had the 2nd highest FCAT gains in the district, improving from 402 points in 2010 to 432 points in 2011 and to 253 points in 2012 (the highest point totals in school history). Dixie received a C grade in 2011 after seven consecutive years with a D.
Assis Principal	Dr. Mary Taylor	Math 6-12; Educ. Leadership	4	3	As the AP overseeing our math goals, Dr. Brown has led Dixie's math initiatives for the past two years. The school made the 2nd highest math gains among all high schools in 10/11 year and was among the highest again in 11/12.
Assis Principal	Mrs. Maribeth Mason	Eng. 6-12, Eng. 5-9, Elem. K-6, Educ. Leadership	3	6	As the AP overseeing our reading goals, Mrs. Mason has led Dixie's reading efforts for the past two years. The school had the highest reading gains among all students and L25 students among high schools in 10/11 and the second highest gains in those categories in 11/12.
					As the AP of Curriculum, Mrs. Sinatra has

Assis Principal	Mrs. Lisa Sinatra	ESE, Special Education; Educ. Leadership	12	4	assisted in overseeing all of the SIP efforts for the past two years and was responsible for targeting our at-risk graduates. DHHS raised its FCAT points from 402 to 432 in 2011 and to 453 points in 2012. The school's graduation rate has also increased each year and the school grade increased from a D to a C.
Assis Principal	Mr. Eric Zebley	Sci. 5-9, Phys. Education Educ. Leadership	9	11	As the AP over our science initiatives, Mr. Zebley was instrumental in science scores increasing from 23% to 30% proficiency during the 2009/10 year and in leading our efforts to grow our science PLCs during 2011/2012 – especially in the area of biology. No trend data is yet available on the new biology end-of-course scores. Mr. Zebley also oversees our magnet and career academy programs and those enrollment numbers and performance numbers (on certification tests for example) have increased each of the past two years.
Assis Principal	Mr. Carlmon Jones		9	9	As the AP over our School Improvement Plan and discipline efforts, Mr. Jones personally oversaw the school's growth in both FCAT / EOC measures and the "right side" data related to the school grade improvement, including graduation rate and especially college readiness scores. Dixie's discipline data also showed very positive trends during the past two years.

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)
Science	Mrs. Nancy Stitt	B.A. Biology; M.S. C & I Certification: Biology	2	3	Prior to the 2011/12 school year, Nancy was the Science Coach at Pinellas Park High School for the previous two years. The percentage of students meeting high standards in science increased from 23% to 29% in 2009-10, and 29% to 34% in 2010-11. Since arriving at Dixie in 2011/2012, the school science department has increased its commitment and degree of trainings and PLC data study. The scores on last year's biology assessment showed positive trends in all areas.
Mathematics	Mrs. Forristine Porter	Mathematics 6 - 12	5	5	Prior to the 2011/12 school year, Forristine Porter was previously the math coach at Lakewood High School. Lakewood's L25 students math learning gains increased from 54% to 57% in the 2010/11 school year. The LHS school grade increased from D to C in the school year 2009-2010. Since arriving at Dixie, the math department has remodeled its math curriculum and its math gains have reached new highs in all categories.
Reading	Ms. Rani Wright	English 6 - 12 Reading Endorsed	1	1	Rani Wright is a first-year literacy coach at Dixie. She arrives from Lakewood High School where she served as department chair for reading. Lakewood has shown strong reading gains and the LHS school grade increased from D to C in the school year 2009-2010.

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)
Provide a culture of continual growth by establishing a	Dr. Daniel J.		

1	systemic approach to professional development to improve teacher effectiveness and a constant focus on professional learning communities and teacher support.	Evans Mrs. Maribeth Mason	10/31/12	
2	Ensure that teachers are teaching subjects that aligned to their certificates and professional strengths. Provide communication avenues so teachers can give input into their teaching schedules and training preferences.	Dr. Daniel J. Evans Mr. Carlmon Jones	10/31/12	
3	Limit the number of teacher "preps" so as to increase teacher efficiency and effectiveness of instruction.	Dr. Daniel J. Evans Mrs. Lisa Sinatra	9/30/12	
4	Celebrate teacher successes.	Dr. Daniel J. Evans Dr. Mary Taylor Mrs. Maribeth Mason Mrs. Lisa Sinatra Mr. Eric Zebley Mr. Carlmon Jones	on-going	
5	Update the school's web-based and printed materials so as to make the school attractive to potential students and teachers.	Dr. Daniel J. Evans Ms. Mary O'Brian	11/20/2012	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
105	7.6%(8)	24.8%(26)	35.2%(37)	36.2%(38)	32.4%(34)	100.0% (105)	15.2%(16)	2.9%(3)	17.1%(18)

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
Mr. Billy Butcher	Ms. Sarah Edwards	Common subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
			Observation of mentee's instruction and providing feedback; Planning lessons with mentee;

Mrs. Jennifer Duda	Ms. Samantha Proctor	Common subject area	Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mrs. Jennifer Duda	Mrs. Jennifer Cullen	Common subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mrs. Jeannie Wallace	Mr. Michael Pineda	Good personality fit	
Mr. Dustin Hinzman	Mr. Christopher Clark	Common subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mr. Calvin Williams	Mr. Joshua Jackson	Common subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mrs. Cynthia Greenberg	Ms. Amanda Shirley	Common subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mrs. Donna Morgen	Ms. Christy Rabich	Good personality fit	
Ms. Christine Cook	Mrs. Loretta Lamore	Common subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mrs. Charlene Boses	Mrs. Kathryn Geraghty	Common Subject area	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

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 A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

N/A in Pinellas County

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

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.

D. Evans (Principal); M. Taylor, C. Jones, M. Mason, L. Sinatra, E. Zebley (Asst. Principals); F. Porter, R. Wright, N. Stitt (Instruct. Coaches); B. Butcher (LA); C. Greenberg (Math); L. Lamore (Sci.), K. Geraghty (S.S.); T. Zemaitis (Rdg); S. Hockman (ESE); C. Mucerino (VE Spec.); M. Kessler (Psych); S. Kornell, J. Traylor-Comegys (Soc. Wkrs); S. Stone (Guid. Counselor); V. Highfield (Attendance Spec.)

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?

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time:

1st and 3rd Wednesdays of the month

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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.

FCAT data, FAIR data, FCIM mini-lesson results, GPA, suspensions, attendance and tardies are the primary data sets that were pulled in support of the tiered interventions and decisions related to the SIP.

Describe the plan to train staff on MTSS.

The staff will be trained at our monthly faculty meetings, which meet on the 4th Wednesday, after school. The staff will also be asked to do problem-solving as part of their PLC conversations.

Describe the plan to support MTSS.

MTSS will be supported through continuous meetings and problem-solving / reflection on the data and the interventions in place.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

D. Evans (Principal); M. Mason (Asst. Principal); R. Wright (Rdg Coach); J. Wallace (Media Spec.); B. Butcher (English); K. Geraghty (S/S); L. Lamore (Science); T. Zemaitis (Reading); C. Greenberg (Math); L. Keiser (PE); S. August (teacher); K. Pineda (Art); L. Benjamin (English / AVID); S. Sas (Parenting); M. Glenn (Spanish); E. Hall Yee (French); K. Arrison (Science); M. Diskey (Science); D. Davis-Parvin(Social Studies); D. Morgen (Math); J. Duda (English).

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

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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.

- Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.
- Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.
- Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school has cross-curricular professional learning communities (PLCs) as well as grade-level PLCs. We also met with our Smaller Learning Communities. We integrate courses such as JROTC with finance, math, geography and physical fitness. Graphic arts integrates with language arts, drama, business classes, commercial art, as well as several others. CBI is an exceptional education course that integrates math, business, language arts with special education. Culinary arts integrates math and science skills. Cosmetology integrates business, economics and science. Teachers engage in articulation between

departments in PLCs to generate cross-curricular projects. Driver's education incorporates information from health, science, physics, and math. Students are given information through the curriculum that will prepare them for careers, both through information and hands-on experience. Our AVID program prepares the non-traditional student to take courses that will prepare them for a college career. Almost all our curriculum areas are part of the AVID experience.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.

- Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
- Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

Postsecondary Transition

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

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

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (156)	Decrease level 1&2 from 66% To 56%

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	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to	1a.2. Walkthrough

				students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
4	1.2 Core instruction does not consistently provide scaffolded support for reading comprehension	1.2 Content teachers will implement school-wide researched-based comprehension strategies to scaffold students' ability to read content texts independently	1.2 Content teachers, content department chairs, literacy coach, assistant principals, principal	1.2 Content teachers will monitor students' increasing ability to apply comprehension strategies independently and re-teach as is necessary for mastery	FAIR, FCAT, Grades
5	1.3 Reading intervention instruction does not consistently provide opportunities for student interaction with complex text	1.3 Reading intervention teachers will support student interaction with text of increasingly higher complexity	Reading intervention teachers, reading department chair, literacy coach, literacy assistant principal, principal	1.3 Reading intervention teachers will monitor and raise the level of text complexity to challenge students of all reading levels	FAIR, FCAT, FAIR Toolkit resources

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:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	To decrease the number of students classified as levels 1, 2, and 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on	1b.2. Walkthrough

1			essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Improve the current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%	Increase level 4 and 5 by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
	Core instruction rarely	Content teachers will	Individual teacher,	Content teachers will	FCAT and student

2	includes opportunities for students performing above the proficiency level to be challenged with advanced content reading and cognitively complex questioning	provide students at above proficiency reading levels with content related challenging text and cognitively complex questions	department chair, reading coach, assistant principal, principal	review student progress on classroom based assessments to determine growth for individual students	grades
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	Increase level 7 by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough

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:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:

58%

Increase the number of students making learning gains by 10% to 68%.

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	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
2	3.1 Core instruction does not consistently provide explicit instruction in reading strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	3.1 Core instruction will provide explicit instruction in reading strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	Individual teacher, department chair, reading coach, assistant principal, principal	3.1 Core instruction will use various progress monitoring tools such as FAIR testing, grading records, and teacher observation	FAIR, FCAT
3	3.2 Core instruction inconsistently includes explicit vocabulary acquisition instruction of course-specific vocabulary including prefixes, suffixes, and roots	3.2 Core instruction will provide explicit vocabulary acquisition instruction of course-specific vocabulary including prefixes, suffixes, and roots	Individual teacher, department chair, reading coach, assistant principal, principal	3.2 Core instruction will monitor vocabulary acquisition of course-specific vocabulary including comprehension of prefixes, suffixes, roots, and context clues via student work evidence	FAIR, FCAT
4	3.3 Reading intervention teachers rarely provide explicit fluency instruction	3.3 Reading intervention teachers will provide explicit fluency instruction including re-reading, choral reading, timed pair readings, and cloze passage reading	Individual teacher, department chair, reading coach, assistant principal, principal	3.3 Reading intervention teachers will monitor fluency improvement acquisition through running records and Maze tests	FAIR, FCAT

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

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

Improve current level of performance

Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%	Increase the number of students making learning gains to 75%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
2	4.1 Reading instruction does not consistently require Lowest 25% students to access prior knowledge to connect to reading text	4.1 Reading instruction will require Lowest 25% students to access prior knowledge to connect to reading text	Individual teacher, department chair, reading coach, assistant principal, principal	* TBA	FAIR, FCAT
3	4.2 Reading instruction does not consistently provide differentiated instruction for reading comprehension	4.2 Reading instruction will provide differentiated instruction for reading comprehension	Individual teacher, department chair, reading coach, assistant principal, principal	*TBA	FAIR, FCAT
4	4.3 Reading instruction does not consistently provide vocabulary decoding skill instruction	4.3 Reading instruction will provide vocabulary decoding skill instruction	Individual teacher, department chair, reading coach, assistant principal, principal	*TBA	FAIR, FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # To reduce the achievement gap between white and non-white students on an average of 12% consistently for the next six years. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Improve current level of performance

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% (200) Black: 5% (14.00) Hispanic: 9% (26.00) Asian: 7% (19.00) American Indian: 1% (3.00)	100% of all subgroups to make a learning gain Increase proficiency of all subgroups 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	5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of ELL students to make a learning gain An increase in proficiency 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	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of all SWD students to make a learning gain An increase in proficiency 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
	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of	5d.1. Lesson Plans & Walkthrough

1			<p>diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of economically disadvantaged students will learning gain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	<p>5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to</p>	5e.1. Lesson Plans & Walkthrough

				demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Reading, Shared Inquiry	9 - 12	Rani Wright, Outside consultant	English, Reading teachers	Wednesdays, Common Planning	Classroom walkthroughs	Maribeth Mason
Textual Analysis	9 - 12	Rani Wright	English, Reading teachers	Wednesdays, Common Planning	Classroom walkthroughs	Maribeth Mason
WICOR Strategies	9 - 12	Rani Wright Lucille Benjamin	English, Reading teachers	Wednesdays, Common Planning	Classroom walkthroughs, Lesson plans	Maribeth Mason
Collaboration and Accountable Talk	9 - 12	Rani Wright Jennifer Duda	English, Reading Teachers	Wednesdays, Common Planning	Classroom walkthroughs, Lesson plans	Maribeth Mason
Common Core Standards development	9 - 12	Rani Wright Jennifer Duda	Cross Content teachers	Wednesdays, Common Planning	Classroom Walkthrough, Lesson Plans	Maribeth Mason

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary: syllables, word parts, text dependent, and Tier 2	Professional text	SIG	\$2,500.00
Common Core development/ Complex textual analysis	Professional text	SIG	\$2,500.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On-line library of complex texts	Database of text	SIG	\$2,500.00
Computer mobile carts, teacher remote controls	Classroom labs for on-line reading programs	SIG	\$5,000.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Student engagement strategies: collaborative structures, accountable talk, flexible grouping	PD provided by Rani Wright, Maribeth Mason, Jacob Kolosey, Dan Evans, common planning, PLCs, 30 and out, Wednesdays	N/A	\$0.00
Backwards Design: Lesson Planning, Gradual Release	Jennifer Duda and Maribeth Mason, common planning, PLCs, 30 and out, Wednesdays	SIG	\$1,000.00
			Subtotal: \$1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Improve current level of performance Number of students tested on CELLA: 83			
2012 Current Percent of Students Proficient in listening/speaking:					
51% (42)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough

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:	Improve current level of performance
2012 Current Percent of Students Proficient in reading:	

21%
(17)

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	2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	<p>2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	2.1. Lesson Plans & Walkthrough
2	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	<p>2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	2.2. Walkthrough

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Improve current level of performance

2012 Current Percent of Students Proficient in writing:

30%
(25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans

CELLA Budget:

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

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%	Decrease the number of students scoring at level 1, 2, and 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates department	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question for the lesson *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
2	1a.2. Lack of differentiated instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates department	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background	1a.2. Walkthrough

				knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.

Mathematics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates Department	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and	2a1. Walkthrough

			provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of students will make learning gains

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	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates Department	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (63)	Decrease level 1 and 2 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	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates Department	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates Department	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with	1a.2. Walkthrough

				Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates Department	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (7)	Increase level 4 and 5 by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates Department	2b.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to	2b.1. Walkthrough

			reflect on the needs and progress of students aligned to FAA access points
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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 #					
	Improve current level of performance					
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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% 47 Black: 11% 8 Hispanic: 7% 5 Asian: 11% 8.00 American Indian: 0% 0	100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity 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	3b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	3b.1. Differentiate Instruction	3b.1. AP who evaluates Department	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to	3b.1. Lesson Plans & Walkthrough

			target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Improve current level of instruction
2012 Current Level of Performance:	2013 Expected Level of Performance:
pending	100% of ELL students to make a learning gain Increase proficiency of ELL students 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	3c.1. Lack of differentiation of instruction	3c.1. Differentiate Instruction	3c.1. AP who evaluates Department	3c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3c.1. Lesson Plans & Walkthrough

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% of all SWD students to make a learning gain Increase proficiency of SWD students 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	3d.1. Lack of differentiation of instruction	3d.1. Differentiate Instruction	3d.1. AP who evaluates Department	3d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3d.1. Lesson Plans & Walkthrough

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students 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	3e.1. Lack of differentiation of instruction	3e.1. Differentiate Instruction	3e.1. AP who evaluates Department	3e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3e.1. Lesson Plans & Walkthrough

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Decrease level 1 and 2 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates Department	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the	1a.1. Walkthrough & Lesson Plans

1				<p>district/school pacing guide</p> <ul style="list-style-type: none"> *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 	
2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates Department	<p>1a.2. Determine:</p> <ul style="list-style-type: none"> *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur 	1a.2. Walkthrough
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates Department	<p>1a.3. Evidence of:</p> <p>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	1a.3. Walkthrough Teacher Appraisal Results

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Increase level 4 and 5 by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates Department	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2a.1. Walkthrough

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 # <input type="text"/> 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.	Improve current level of performance
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Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups 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	3b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	3b.1. Differentiate Instruction	3b.1. AP who evaluates Department	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. Lesson Plans & Walkthrough

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	3c.1. Lack of differentiation of instruction	3c.1. Differentiate Instruction	3c.1. AP who evaluates Department	3c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3c.1. Lesson Plans & Walkthrough

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:			Improve current level of performance		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			100% of SWD students to make a learning gain Increase proficiency of SWD students 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
	3d.1. Lack of differentiation of instruction	3d.1. Differentiate Instruction	3d.1. AP who evaluates Department	3d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	3d.1. Lesson Plans & Walkthrough

1			<p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students 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	3e.1. Lack of differentiation of instruction	3e.1. Differentiate Instruction	3e.1. AP who evaluates Department	<p>3e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided</p>	3e.1. Lesson Plans & Walkthrough

			opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.
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End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
WICOR strategies	all math subjects	Forristine Porter, Cynthia Greenberg	Mathematics teachers	Common Planning PLC Department Meetings	Classroom Walkthrough data/ Lesson Plans/ Conversations with Teachers	Dan Evans Mary Taylor
Infusing Writing in the Curriculum	all math subjects	Forristine Porter, Cynthia Greenberg	Mathematics teachers	Common Planning PLC Department Meetings	Classroom Walkthrough data/ Lesson Plans/ Conversations with Teachers	Dan Evans Mary Taylor
Collaboration and Accountable Talk	all math subjects	Forristine Porter, Cynthia Greenberg	Mathematics teachers	Common Planning PLC Department Meetings	Classroom Walkthrough data/ Lesson Plans/ Conversations with Teachers	Dan Evans Mary Taylor
Integrating Technology in Instruction	all math subjects	Forristine Porter, Cynthia Greenberg	Mathematics teachers	Common Planning PLC Department Meetings	Classroom Walkthrough data/ Lesson Plans/ Conversations with Teachers	Dan Evans Mary Taylor

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive computer based learning	Site license for online programs	SIG	\$2,000.00
Computer-based, interactive evening tutoring	Elluminate software/ Staff	SIG	\$3,500.00
			Subtotal: \$5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integrate technology-based supports as part of the instructional program.	Computers/iPads/Kindles/LCD Projectors/ELMOS/ SMART Response Clickers/ TI-Inspire with Navigation adaptors	SIG	\$25,000.00
			Subtotal: \$25,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Job-embedded PD to support career growth regarding subject area pedagogy.	Professional resource literature/ Academic Coaches	SIG	\$3,500.00
PLC for lesson planning /lesson study/peer-to-peer observation/strategy walks.	NGSSS, Professional resource literature/Common planning	SIG	\$3,500.00
Dixie U ongoing PD to focus on literacy strategies, RtI-B.	Professional resource literature/ Staff Developer	SIG	\$3,500.00

FCIM model/progress monitoring data used to differentiate instruction.	Professional resource literature/ Academic Coach	SIG	\$3,500.00
			Subtotal: \$14,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Data chats for teachers regarding 9th and 10th grade students	Student Data to accompany ongoing PD	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$44,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		Improve current level of performance			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31%		Decrease the number of students scoring at Levels 1, 2, and 3			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all	1a.1. Walkthrough & Lesson Plans

				students can see it *Teacher reference to the scale or rubric throughout the lesson	
2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	Increase the level 7 by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2a.1. Walkthrough

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Decrease the number of students scoring at level 1 and 2

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning	1a.1. Walkthrough & Lesson Plans

1	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	<p>goals *Includes a learning goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson</p>	1a.2. Walkthrough
2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	<p>1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>	1a.2. Walkthrough
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	<p>1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>	1a.3. Walkthrough Teacher Appraisal Results
1.4. 12% /53 out of	1.4 a. Provide 3 to 5	1.4.a. Patricia	1.4.a. Feedback from	1.4 Science	

4	425 11th graders are not in a science class.	11th grade homeroom instruction times for FCAT review. 1.4.b. Develop individual strategies for students scoring below a level 3 on DA pre-test. (Example: students might go the first ten minutes of class to a science class that offers a FCIM lesson).	Thomas (Science Coach) 1.4.b.Patricia Thomas (Science Coach) Loretta LaMore (Science Department Head) and the science PLC team.	the testing proctors regarding on task behaviors. Attendance data for FCAT science test (fewer percentage of students required to take retakes).	FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Increase level 4 and 5 by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. AP who evaluates teacher	2.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FCIM lessons	2.1. Walkthrough

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS Instructional Strategies for Science	9 - 12	Nancy Stitt; STEM Coordinator	Science Department	Common planning PLCs, Dixie U	Facilitation of PLCs, Classroom walkthrough	Dan Evans Eric Zebley
WICOR Strategies	9 - 12	Nancy Stitt; Lucille Benjamin; Dorrian Loeffler	Science Department	Common planning, PLCs, Dixie U	Facilitation of PLCs, Classroom walkthrough	Dan Evans Eric Zebley
Lesson Study	9 - 12	Nancy Stitt, Loretta Lamore	Science Department	Common planning, PLCs	Facilitation of PLCs, Classroom walkthrough	Dan Evans Eric Zebley
Costa's Higher Order Questioning	9 - 12	Nancy Stitt; STEM Coordinantor	Science Department	Common Planning, PLCs, Dixie U	Data collection, Lesson plans	Dan Evans Eric Zebley
Collaborative Structures, Accountable Talk	9 - 12	Nancy Stitt, Rani Wright	Science Department	Common Planning, PLCs, Dixie U	Data collection, Lesson plans	Dan Evans Eric Zebley

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry based learning Biology Labs	Air table, Air track, Force table, Photo gates, Distillation apparatus, Electrolysis apparatus, Electroplating apparatus, Single burner ceramic hotplates, Anatomy/ Biology models, Ancillary supplies	SIG	\$6,000.00
Interactive computer based learning	Site-license for software	SIG	\$1,000.00
			Subtotal: \$7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase computers for student use	Computers (25)	SIG	\$15,000.00
Integrate into instruction technology-based supports and interventions.	SMART Boards/ podium/ TV cable connections/ SMART response systems "Clickers"	SIG	\$10,000.00
			Subtotal: \$25,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Job-embedded PD to support career growth regarding subject area pedagogy.	Professional resource literature/ Academic Coaches	SIG	\$3,500.00
PLC for lesson planning /lesson study/peer-to-peer observation /strategy walks.	SSS, Subject resource literature/Common planning	SIG	\$3,500.00
Dixie U ongoing PD to focus on literacy strategies, RtI-B.	Professional resource literature/ RtI Staff Developer	SIG	\$3,500.00
FCIM model/progress monitoring data that used to differentiate instruction.	Professional resource literature/ Academic Coaches	SIG	\$3,500.00
			Subtotal: \$14,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Professional resource literature	Dinah Zike foldable books (informational text)	SIG	\$1,000.00

Literacy materials	Paige Keeley - Formative assessment series	SIG	\$1,000.00
Literacy materials	Disappearing Spoon (2 class sets)	SIG	\$1,000.00
Professional resource literature	Danielson and Marzano books - Teacher Appraisal	SIG	\$500.00
			Subtotal: \$3,500.00
			Grand Total: \$49,500.00

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3: 82% 318 Level 4: 27% (105)	Decrease the number of students scoring at level 1, 2 and 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans

2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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:	Improve current level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5,6 25% Level 7,8,9 50%	Decrease the number of students scoring at level 1,2 and 3

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1b.1. Insufficient standard	1b.1. Set and communicate a	1b.1. AP who evaluates	1b.1. Determine Lesson:	1b.1. Walkthrough &

1	based instruction	purpose for learning and teacher learning goals in each lesson		<ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 	Lesson Plans
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
WICOR Strategies	9 - 12	Rani Wright Lucille Benjamin	school-wide	Wednesdays, common planning	walkthroughs	Dan Evans Maribeth Mason
Writing rubric	9 - 12	Dan Evans Jennfier Duda Billy Butcher	English department	Wednesdays, common planning	walkthroughs student presentations	Dan Evans Maribeth Mason
Collaboration and Accountable Talk	9 - 12	Rani Wright Forristine Porter Nancy Stitt	school-wide	Wednesdays, Common planning	walkthroughs	Dan Evans Maribeth Mason

Writing Budget:

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

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

End of Writing Goals

U.S. History End-of-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
1	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric	1a.1. Walkthrough & Lesson Plans

				throughout the lesson	
2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
3	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
4	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to	1a.1. Walkthrough & Lesson Plans

				the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
5	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
6	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results

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:	Establish baseline level of performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	For students to improve their scores from their baseline level of performance

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Insufficient standard based instruction	2.1. Set and communicate a purpose for learning and learning goals in each lesson	2.1. AP who evaluates teacher	2.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	2.1. Walkthrough & Lesson Plans

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
WICOR Strategies	10 - 12	Rani Wright Lucille Benjamin Maribeth Mason	Social Studies department	Wednesdays, Common planning	walkthroughs Lesson plans	Dan evans Lisa Sinatra
Collaboration and Accountable Talk	10 - 12	Rani Wright Lucille Benjamin Maribeth Mason	Social Studies department	Wednesdays, Common planning	walkthroughs Lesson plans	Dan Evans Lisa Sinatra
Infusing Writing into the Curriculum	10 - 12	Rani Wright Lucille Benjamin Maribeth Mason	Social Studies department	Wednesdays, Common planning	walkthroughs Lesson plans	Dan Evans Lisa Sinatra

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:	Improve current level of performance
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
87%	To improve attendance rate as compared to previous school year
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1080	10% decrease from prior year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1220	10% decrease from prior year

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
	1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all	1.1. Decrease in Number of In-School Suspension Number of Students

1				students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Child Study Team	9 - 12	Lisa Sinatra	Child Study team	Thursdays - by grade level	Attendance data MTSS monitoring processes for attendance	Dan Evans Lisa Sinatra
SBLT	9 - 12	Maribeth Mason Lisa Sinatra Carlmon Jones	SBLT Team	Wednesdays (2nd and 4th of each month)	Attendance data MTSS monitoring of processes for attendance	Dan Evans Maribeth Mason Carlmon Jones

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SBLT discussion / problem-solving	Regular meetings, discussion of interventions	N/A	\$0.00
Mentoring program / check-connect	Regular mentor assigned to at-risk students	SIG	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

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:	Improve current level of performance
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
218	10% decrease from prior year
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
133	10% decrease from prior year
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1094	10% decrease from prior year
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
230	10% decrease from prior year

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	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule

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	9 - 12	Brenda Hankin Carlmon Jones	PBS Team	Thursday (1st of month)	Referral data PBS Booster Sessions	Dan Evans Carlmon Jones Brenda Hankin
SBLT	9 - 12	Maribeth Mason Carlmon Jones	SBLT Team	Wednesdays (2nd and 4th of month)	In-School Suspension data Out of School suspension data Discipline data MTSS process monitoring	Dan Evans Maribeth Mason Carlmon Jones

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS / Positive Behavior Support plan	Focus on rewards for good decision-making	SIG	\$1,000.00
Twilight Detention Program	After-school detention as alternative to suspension	SIG	\$1,200.00
			Subtotal: \$2,200.00
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: \$2,200.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention

Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Improve current level of performance
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	10% decrease from prior year
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
(332) Pending; Estimated at 71%	Improve graduation rate from prior year

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	1a.1. Students lack skills to plan for future aspirations and create educational goals	1a.1. Implement High Yield Instructional Strategies	1a.1. Principal		1.1. Walkthrough and teacher appraisal
2	1a.2. Students lack skills to plan for future aspirations and create educational goals	1a.2. Identify and select students who are behind in credits, have a low GPA, and will not graduate within a 4-year window into the Graduation Enhancement Program.	1.a.2. AP who evaluates program	Number of students entered into GEP Number of courses completed Number of students who complete GEP program	1.a.2. Walkthrough District data on number of courses completed and the number of students who finish GEP program

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SBLT	9 - 12	Maribeth Mason	SBLT Team	Wednesdays (1st and 3rd of month)	Weekly review of data (attendance, discipling, credits earned)	Dan Evans Maribeth Mason Lisa Sinatra
Child Study Team	9 - 12	Lisa Sinatra Maribeth Mason	Child Study Team	Thursdays (by grade level)	Attendance data Referral data GPA data	Dan Evans Lisa Sinatra

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parental involvement, including use of PORTAL student information system.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10%(Increase the percentage of parental involvement from prior year

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	1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT	parent survey data parent conference attendance data	parent survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM			Increase the percentage of students passing AP tests		
STEM Goal #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	1a.1. Students are not fully prepared for content	1a.1. Increase instructional rigor and inquiry	1a.1. AP who evaluates teacher	1a.1. classroom walkthrough	1a.1. AP Exam scores
2	1a.2. Lack of teacher preparation	1a.2. Professional Development	1a.2. AP who evaluates teacher	1a.2. classroom walkthrough	1a.2. AP Exam scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AP Summer Trainings	9 - 12		AP teachers	Summer	PLCs	Dan Evans Eric Zebley

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 that sit for industry certification exams.		
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
	1.1 Lack of student preparation	1.1 Increase instructional rigor	1.1 AP who evaluates teacher	1.1 * Classroom walkthroughs	1.1 Industry certification tests

1				* The number of industry certification tests taken * The number of industry certification tests passed
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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)

Wellness 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. Wellness Goal Wellness Goal # 1:		Improve current level of performance		
2012 Current level:		2013 Expected level:		
A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.		Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram 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
1a.1. Failure to form a Healthy School Team.	1a.1. Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	1a.1. Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	1a.1. Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	1a.1. Healthy School Inventory (Evaluate Your School) online
1a.2. Failure to assess students and upload Being Fit Matters/Fitnessgram data	1a.2. Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	1a.2. physical education teachers	1a.2. Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	1a.2. Being Fit Matters Statistical Report (Portal)

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 Wellness Goal(s)

Bradley MOU 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. Bradley MOU Goal					
Bradley MOU Goal #1:		There will be an increase in black student achievement			
2012 Current level:		2013 Expected level:			
Reading: 5% (14.00)		All black students to make learning gains in reading and math			
Math: (algebra) 11% (8)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty	1.1. Lesson Plans & Walkthrough
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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 Bradley MOU Goal(s)

Bradley MOU 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. Bradley MOU Goal Bradley MOU Goal #1:	There will be an increase in black student engagement
2012 Current level:	2013 Expected level:
75 received at least one referral	Reduce the number of black students receiving a disciplinary referral and receiving out of school suspensions

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	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule

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 Bradley MOU Goal(s)

Bradley MOU 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. Bradley MOU Goal					
Bradley MOU Goal # 1:		There will be an increase in black student graduation rate			
2012 Current level:		2013 Expected level:			
pending		To improve the number and percentage of black student graduation rate			
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
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Lack of Student Engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan	SBLT	Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	Increase in black graduation rate
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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

Bradley MOU 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. Bradley MOU Goal Bradley MOU Goal #1:	There will be an increase percent of black students enrolled in rigorous advanced coursework There will be an increase in performance of black students in rigorous/ advanced coursework
2012 Current level:	2013 Expected level:
Honors: 8% (41) DE: 0% (0) AP: 8% (23)	Increase the number of students enrolled and their performance in advanced coursework from prior year

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	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness

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 Bradley MOU Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary: syllables, word parts, text dependent, and Tier 2	Professional text	SIG	\$2,500.00
Reading	Common Core development/ Complex textual analysis	Professional text	SIG	\$2,500.00
Mathematics	Interactive computer based learning	Site license for online programs	SIG	\$2,000.00
Mathematics	Computer-based, interactive evening tutoring	Elluminate software/ Staff	SIG	\$3,500.00
Science	Inquiry based learning Biology Labs	Air table, Air track, Force table, Photo gates, Distillation apparatus, Electrolysis apparatus, Electroplating apparatus, Single burner ceramic hotplates, Anatomy/ Biology models, Ancillary supplies	SIG	\$6,000.00
Science	Interactive computer based learning	Site-license for software	SIG	\$1,000.00
Attendance	SBLT discussion / problem-solving	Regular meetings, discussion of interventions	N/A	\$0.00
Attendance	Mentoring program / check-connect	Regular mentor assigned to at-risk students	SIG	\$1,000.00
Suspension	PBS / Positive Behavior Support plan	Focus on rewards for good decision-making	SIG	\$1,000.00
Suspension	Twilight Detention Program	After-school detention as alternative to suspension	SIG	\$1,200.00
				Subtotal: \$20,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On-line library of complex texts	Database of text	SIG	\$2,500.00
Reading	Computer mobile carts, teacher remote controls	Classroom labs for on-line reading programs	SIG	\$5,000.00
Mathematics	Integrate technology-based supports as part of the instructional program.	Computers/iPads/Kindles/LCD Projectors/ELMOs/ SMART Response Clickers/ TI-Inspire with Navigation adaptors	SIG	\$25,000.00
Science	Purchase computers for student use	Computers (25)	SIG	\$15,000.00
Science	Integrate into instruction technology-based supports and interventions.	SMART Boards/ podium/ TV cable connections/ SMART response systems "Clickers"	SIG	\$10,000.00
				Subtotal: \$57,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student engagement strategies: collaborative structures, accountable talk, flexible grouping	PD provided by Rani Wright, Maribeth Mason, Jacob Kolosey, Dan Evans, common planning, PLCs, 30 and out, Wednesdays	N/A	\$0.00
Reading	Backwards Design: Lesson Planning, Gradual Release	Jennifer Duda and Maribeth Mason, common planning, PLCs, 30 and out, Wednesdays	SIG	\$1,000.00
Mathematics	Job-embedded PD to support career growth regarding subject area pedagogy.	Professional resource literature/ Academic Coaches	SIG	\$3,500.00
	PLC for lesson			

Mathematics	planning /lesson study/peer-to-peer observation/strategy walks.	NGSSS, Professional resource literature/Common planning	SIG	\$3,500.00
Mathematics	Dixie U ongoing PD to focus on literacy strategies, Rti-B.	Professional resource literature/ Staff Developer	SIG	\$3,500.00
Mathematics	FCIM model/progress monitoring data used to differentiate instruction.	Professional resource literature/ Academic Coach	SIG	\$3,500.00
Science	Job-embedded PD to support career growth regarding subject area pedagogy.	Professional resource literature/ Academic Coaches	SIG	\$3,500.00
Science	PLC for lesson planning /lesson study/peer-to-peer observation /strategy walks.	SSS, Subject resource literature/Common planning	SIG	\$3,500.00
Science	Dixie U ongoing PD to focus on literacy strategies, Rti-B.	Professional resource literature/ Rti Staff Developer	SIG	\$3,500.00
Science	FCIM model/progress monitoring data that used to differentiate instruction.	Professional resource literature/ Academic Coaches	SIG	\$3,500.00
				Subtotal: \$29,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Data chats for teachers regarding 9th and 10th grade students	Student Data to accompany ongoing PD	N/A	\$0.00
Science	Professional resource literature	Dinah Zike foldable books (informational text)	SIG	\$1,000.00
Science	Literacy materials	Paige Keeley - Formative assessment series	SIG	\$1,000.00
Science	Literacy materials	Disappearing Spoon (2 class sets)	SIG	\$1,000.00
Science	Professional resource literature	Danielson and Marzano books - Teacher Appraisal	SIG	\$500.00
				Subtotal: \$3,500.00
				Grand Total: \$110,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



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

Pinellas School District DIXIE M. HOLLINS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	60%	77%	24%	192	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	45%	73%			118	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?	55% (YES)	67% (YES)			122	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					432	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Pinellas School District DIXIE M. HOLLINS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	28%	55%	86%	30%	199	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	42%	61%			103	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?	45% (NO)	55% (YES)			100	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					402	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested