

**Brevard County Public Schools
School Improvement Plan
2012-2013**

Name of School:

Area:

**CENTRAL AREA
VIERA HIGH SCHOOL**

Principal:

Area Superintendent:

**MS. SANDY DEMMON
MR. JAMES C. HICKEY**

SAC Chairperson:

MR. JEFF DRAVES

Superintendent: Dr. Brian Binggeli

Mission Statement:

The Mission of Viera High School is to provide a comprehensive based curriculum that will serve all students with quality choices and opportunities. Staff members will accomplish this by working collaboratively to constantly improve instructional effectiveness for purposeful improvement in student success at all levels.

Vision Statement:

Our vision at Viera High School is to create a collaborative, learning community that will focus on improving classroom practice, therefore, improving student learning. By creating a Professional Learning Community, we will work to achieve a common goal of improving instructional effectiveness through use of data and on-going monitoring of student's learning. Our focus will be a continuous, collaborative effort to improve student achievement.

Brevard County Public Schools

School Improvement Plan

2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

An analysis of data for the past five years at Viera High School has painted an interesting picture. In the areas of Reading, proficiency levels have ranged from the low 70's to 77% in 2012 with 9th graders traditionally scoring higher than 10 grade students. While Viera High School may be considered predominantly a "mono-cultural" school, a breakdown of data by subgroup, however, indicates that Black and Hispanic students are not demonstrating the same pattern of success as the overall population of the school. This may be explained by the fact that these students also fall into the category of Economically Disadvantaged (ECD) or English Language Learners (ELL), two factors that research indicate play a large impact on student achievement.

Writing scores on the other hand, have traditionally soared in the high 80's and mid 90's in terms of proficiency when analyzing FCAT Writing scores at level 3 and above and in the 70's when analyzing scores at level 4 and above. This past school year (2012) demonstrated quite a drop in proficiency (48%), and much can be attributed to the disparity in scoring by the Department of Education. This explanation, however, has warranted a closer inspection of writing scores and more importantly, writing instruction.

Math scores at Viera High have conventionally been the hallmark of the school. With 9th and 10th grade scores soaring in the high 80's and 90's at proficiency levels on the FCAT Mathematics subtests, this year's scores on the Algebra and Geometry EOC bear some conversations. In Algebra, only 60% of the students and only 44% of the students who took the Geometry test demonstrated mastery on the test. An in-depth analysis of this data yielded the following: this was the first year of the EOC administration, providing us with no baseline data to go by and teachers were not provided with adequate information on the format or specs of the exam until the Spring, once all the material was taught. While this served as an explanation to the decline in the scores, all public schools functioned under the same rules. When comparing scores among all the high schools in Brevard County, Viera High School ranked in second place in Geometry (tied with another high school) and ranked 6th among the county in Algebra.

Similarly, an analysis of Science scores is difficult this year due to the inception of End of Course Exams in Biology. While 50% of the students scored in the top thirds, ranking Viera High in second place in the county, proficiency levels have yet to be determined and as such difficult to gauge where we should target our goals.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

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The concept of writing across the curriculum is not new to education, however, one that has been limited and declined throughout the years. According to a 2002 study from the National Council of Teachers of English, only 46% of social studies teachers, 32% of science teachers and 13% of mathematics teachers incorporated weekly writing assignments as part of their curriculum. In 2007, these numbers declined to 42%, 21% and 8% respectively. The National Council of Teachers of English also indicates that “discipline-based instruction in reading and writing enhances student achievement in all areas” (NETC, March 2011, p.16). One would question why teachers would not consider the implementation of writing important. Research suggests that reasons include that teachers fear the added workload of grading papers and in many cases just not knowing how to teach writing. According to Steve Peha, however, “no one is asking teachers to teach writing per se, but being asked to include writing as an integral part of the classroom curriculum. (Peha, p. 5) He makes reference to the implementation of Common Core State standards by indicating that writing will be the centerpiece of contemporary practice in every subject area in the next millennium. He emphasizes that while content area teachers should not be expected to “teach” writing, it is imperative that they are familiar with a common framework being used by English teachers and support that process by following similar implementation in order to help students become better writers. Peha’s research also elaborates on five reasons on why writing across the curriculum is important in every student’s life. These include 1) a great way to assess student knowledge, 2) an essential skill as they enter adult life, 3) improves behavior and self-esteem, 4) helps students think clearly and 5) writing helps students shape their future and define their dreams. Many of these theories are also supported by Monica Bomengen, Director of Education Services in her findings that “when writers write, they think of things that they did not have in mind before they began writing”. This form of thinking helps solve problems, identify issues, construct questions and reconsider a previous thought. One can conclude that in addition to the academic benefits that writing can have in student achievement, more importantly, these are critical skills for success in life.

Analysis of Current Practice: *(How do we currently conduct business?)*

Back in 2010, Viera High School implemented a school-wide writing program that yielded them outstanding results on the FCAT Writes. As with what happens with most initiatives, once these results were yielded, the school moved on to new initiatives with a different school-wide focus that took their eye off of writing needs. In addition to this, new DOE mandates, such as End of Course exams, FCAT 2.0 and new school grading requirements, has forced teachers to have to redirect their attention and training in other areas to satisfy and meet these state regulations. When you include the resistance to writing instruction that exists among teachers (as mentioned in the best practice section), it is clear to see why writing has been placed on the backburner of education. Currently you will find evidence of writing in most classrooms, but in many cases, the writing does not occur with frequency, may not have any follow up, or be in alignment with the writing framework that is utilized by the English teachers. These key points will be the foundation by which Viera High School will reignite a school-wide writing program.

Since the arrival of a new principal in 2011, Viera High School has seen some modifications to the organizational structure of the school as well as new processes that have yielded more instructional time and a safer learning environment for students.

- Department chairs have played an integral role in not only the development of the School Improvement Plan, but in most of the new instructional initiatives. This cultural shift began with an in-depth, yearlong training on Professional Learning Communities (PLC) with the leadership team and every teacher at the school. PLC’s, as defined by DuFours have become the pathway of doing business at Viera High School.
- A weekly meeting calendar has been devised to inform staff of faculty meetings, department meetings and new this year, a monthly department meeting for teachers to learn and discuss Common Core State Standards. Common planning is additional time that has been carved out for

all core area teachers in the master schedule as well.

- A detailed attendance plan was also developed last year that includes the participation of guidance counselors meeting early on with students with attendance concerns as well as detailed monitoring of data on a daily basis by the dean and attendance clerk. Mandatory meetings are held with administration once a student reaches seven absences. An appeals process has been included in this plan and an attendance committee reviews the appeals and offers recommendations to the principal.
- Students outside of class during the day created a need for a new process of administering passes. This year, every teacher has three types of passes: a green pass for bathroom/lockers, a blue pass which indicates the student has "scheduled official business" within the school, a yellow pass that gives the student permission to be out of class on school-related activity (i.e yearbook). Students are required to sign out on a log sheet that is kept by the teacher and reviewed by administration as needed.
- Administrative walk-throughs have also become a priority for this administrative team. During our weekly administrative meetings, index cards are passed out with room designations listed on the cards. The team picks a day and period to conduct walk throughs each week. After these informal visits, administrators enter their findings and provided feedback to the teachers in PinPoint. By the end of the year, every teacher will have been observed multiple times by all administrators, therefore providing teachers with a more thorough evaluation.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

All teachers at Viera High School will integrate complex text with evidence-based written responses in daily/weekly lesson plans.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Buy-in and understanding of school wide focus by all teachers.	1. Each department will develop an action plan that addresses how writing will be implemented by each teacher.	Administration Department Chairs	September, 2012		Submission of action plan from each department.

2. Time needed for professional development and collaboration to share best practices.	2. Create a weekly meeting schedule that will incorporate meeting times for Collaborative Meetings to work on departmental initiatives once a month and discussion of Common Core Standards implementation once a month.	Administration Department Chairs	September, 2012 – May, 2013		Copy of meeting schedule. Copy of departmental meeting agendas
3. Training needs to understand the complexity of new curriculum.	3. Implement the Common Core State Standards plan that was developed during the DOE summer session.	Administration Department Chairs CCSS Leads	September, 2012 – May, 2013		Copy of CCSS plan and copies of meeting agendas
4. Time needed to share best practices and identification of personnel that is an expert in the field.	4. Encourage each department to invite an English teacher/Writing Contact to a department meeting to train teachers on writing strategies and rubric scoring.	Department Chairpersons Language Arts Teachers	September, 2012 – May, 2013		Copy of departmental agendas and resource materials provided to teachers.
5. How will we know we were successful?	5. Develop and administer a pre/post survey for teachers that will demonstrate their knowledge growth in the area of writing across the curriculum.	Administration CCSS Leads	Pre-test September, 2012 Post-Test May, 2013		Survey results

WORLD LANGUAGES DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measure</i>
1. Students write routinely over shorter time frames; vocabulary and grammar activities.	All Levels	All year	Sample student work
2. Students develop comparing and contrasting skills using all components of the language.	All Levels	Routinely All year	Sample student work

3. Prior to writing an extended writing presentation, students organize their ideas completing graphic organizers.	French1, Spanish 1 & 2 Advanced levels	Once a month Twice a month	Sample student work
4. Students produce clean and coherent writing in which the development, organization, and style are appropriate to task and purpose. Develop writing-Essay format.	French1, Spanish 1 & 2 Advanced levels	Once a month Twice a month	Essay format
5. Students develop and strengthen writing as need by planning, revising, editing and rewriting extended writing assignments.	French1, Spanish 1 & 2 Advanced levels	Once a month Twice a month	Sample student work

ENGLISH DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measure</i>
1. CCSS training in Language Arts standards to fully unpack reading literature and informational text standards.	District resource teacher, Administration, School-based CCSS leaders	September,2012 -February, 2013	Agenda for training session
2. Department level focus on Language Arts standards to use writing and language standards in English classrooms.	Department Chairs	September,2012 - May, 2013	Department meeting agendas
3. Focus on writing in each English classroom as defined by FCAT (grades 9 and 10) and ACT/SAT (11 th and 12 th)	Administration	September,2012 - May, 2013	Sample lesson plans
4. Attention to common grammar language and concept skills throughout English classrooms.	Administration	September,2012 - May, 2013	Sample of student work
5. Collaboration to unpack and use CCSS standards in classroom instruction.	Administration	September,2012 - May, 2013	Department meeting agendas

READING DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measure</i>
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1. Identify three Common Core Writing Standards to work through the Reading Department in order to improve writing levels.	Department Chair/Reading Teachers	October, 2012	Copy of Writing Common Core Writing standards selected by Reading Dept. to be given to administration
2. Determine strategies to infuse into the Reading Curriculum in order to improve comprehension and higher order thinking.	Department Chair/Reading Teachers	October, 2012	Copy of Strategies to infuse into the Reading Curriculum to be given to administration
3. Select writing rubrics that will guide Reading Teachers in order to score the students' writing.	Department Chair/Reading Teachers	November, 2012	Copy of rubrics selected to be distributed among Reading teachers and Administration
4. Seek out help from English Teachers, Reading Dept., Online Sites, and Reading Coach if we have questions on common core standards in writing, rubrics or guidance.	Department Chair/Reading Teachers	On going	Reflection/Email or application
5. Reading teachers will apply the writing strategies using articles and rubrics in order to increase comprehension and higher level thinking skills among their students.	Department Chair/Reading Teachers	2x per. Month	Portfolios to be kept for each student in the classroom of completed written assignment.

MATHEMATICS DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measure</i>
1. Research effective methods for integrating writing into the mathematics curriculum.	Department Chair	Sept 2012	Copy of research articles
2. Departmental training sessions will be made available through the Language Arts Department for those who feel it necessary.	Department Chair Language Arts Chair	Oct 2012	Sign in sheets at training
3. Support CCSS Mathematical Practice of Construct viable arguments and critique the reasoning of others through the implementation of frequent, quick, and informal writing assignments into the curriculum. Some suggested assignments are listed below: a) Inclusion of open-ended questions b) Description of steps required to solve a problem c) Explain and solve problems d) Journals e) Research activity f) Error analysis questions g) PARCC style questions	Department Teachers	Nov 2012 – May 2012	Sample of student work

STUDIES DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measure</i>
1. The teachers will receive instructions on common core and how to unpack the standards with a ½ day breakout sessions with the District resource teacher.	Department Chair Resource teacher	2 nd Quarter	Copy of training schedule
2. During an early release Wednesday the teachers will follow up with unpacking the standards to come up with subject area writing strategies and rubric that will be carried out between 9-10 & 11-12	Resource Teacher Department Chair SS Teachers	2 nd Quarter after breakout session	Copy of rubric
3. Develop training for DBQ instruction in order to establish a plan for DBQ implementation throughout the department.	Department Chair SS Teachers	3 rd Quarter	Department meeting agendas

PHYSICAL EDUCATION DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measures</i>
1. Analyze Common Core Standards during department meetings.	Science Department	September, 2012	Department agenda
2. Determine what strategies in writing are already being utilized in the classroom	Science PLC Groups	October, 2012	Department agenda
3. Isolate, prioritize, and align Common Core standards according to science standards	Science Department	October, 2012	Department agenda
4. Learn about Common Core Standard implementation using district resources	Science Department	August-December, 2012	Training sign in sheets
5. Develop new or research existing rubrics for measuring writing proficiency	Science Department	November, 2012	Copy of rubric
6. Meet with PLC groups regularly to discuss strategies and use data to determine effectiveness of writing strategies	Science PLC Groups	August, 2012 – May, 2013	Agendas and minutes

SCIENCE DEPARTMENT

<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>In-process Measures</i>
1. Identify three standards that we can use in the department.	Department Chair	September, 2012	Three CCSS standards documented on department meeting agenda
2. Develop a common rubric for department-wide use.	Department Chair	September, 2012	Copy of rubric
3. Collaborate with English department to identify writing strategies.	Department Chair	October, 2012	Department agenda
4. Develop PGP around writing strategies	Department Chair	October, 2012	Copies of PGP

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

At least 75% of teachers will improve their knowledge base on common core standards by as evidenced by an increase in scores on a site based pre and post test.

All teachers will submit a reflection essay on how writing across the curriculum impacted student achievement in their content area.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

All students will submit a reflection essay on how writing across the curriculum impacted them in their content area as part of their final exam.

Students will demonstrate an improvement in Writing as evidenced by FCAT Writing Level 4 scores increasing from 48% to 55%.

APPENDIX A

(ALL SCHOOLS)

1.	Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>
	Anticipated Barrier(s):		
	Strategy(s):		
	FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Strategy(s): 1.	77% (853)	80% (887)
	Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): Strategy(s): 1.	100% (5)	100% (5)
	FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading Barrier(s): Strategy(s): 1.	48% (538)	50% (555)
	Florida Alternate Assessment: Students scoring at or above Level 7 in Reading Barrier(s): Strategy(s): 1.	20% (1)	60% (3)

<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	<p>80% (4)</p>	<p>100% (5)</p>
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<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s):</p> <ul style="list-style-type: none"> Monitoring the progress of students throughout the year to ensure proper and timely interventions. Implementation of reading strategies across all disciplines. Additional time for students to receive additional instruction. <p>Strategy(s):</p> <ol style="list-style-type: none"> Continue the implementation of PLC's with all 9th and 10th grade English and Reading Teachers. Identify the lowest 25% in Reading and place them in a before or after school tutorial program. Track the progress of these students in FAIR data and course grades. Collaborate with the Science and Social Studies teachers of struggling students to provide them with reading strategies that will assist with classroom instruction. 	<p>75% (207)</p>	<p>78% (216)</p>															
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>																	
<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">White:</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td style="text-align: right;">Black:</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="text-align: right;">Hispanic:</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td style="text-align: right;">Asian:</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td style="text-align: right;">American Indian:</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </table>	White:	20%	84%	Black:	49%	71%	Hispanic:	22%	70%	Asian:	50%	85%	American Indian:	0	0	<p>Enter numerical data for current level of performance</p>	<p>Enter numerical data for expected level of performance</p>
White:	20%	84%															
Black:	49%	71%															
Hispanic:	22%	70%															
Asian:	50%	85%															
American Indian:	0	0															
<p>English Language Learners (ELL) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 																	
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 																	
<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 																	

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: 67%	Due to the small number of ELL students at Viera High, many teachers have not utilized or are familiar with ELL requirements and/or strategies to support student achievement.	<ol style="list-style-type: none"> 1. Provide teachers with ELL strategies that will benefit all students and require them to keep them in their plan book. 2. Create an awareness of the growing number of ELL students in Brevard County during faculty meetings. 3. Offer PD opportunities during early release days for teachers of ELL students. 4. Apprise teachers of ELL certification opportunities at the District. 	Assistant Principal ELL contact Guidance counselors
2012 Current Percent of Students Proficient in Reading: 28%			
2012 Current Percent of Students Proficient in Writing: 34%			

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
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Barrier(s): Strategy(s): 1.	SEE BIOLOGY GOAL BELOW	
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic: Asian: American Indian:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1. SEE SCHOOL WIDE GOAL ON PAGE 2		

FCAT: Students scoring at Achievement level 3.0 and higher in writing	90% (499)	95% (527)
FCAT: Students scoring at Achievement level 4.0 and higher in writing	48% (266)	55% (305)
Florida Alternate Assessment: Students scoring at 4 or higher in writing	100% (2)	100% (2)

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): Students that enter Viera High without a high school Algebra credit are typically students that struggle in math and/or lack foundation math skills critical for success in higher math classes.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Create an Intensive Math course that will be taught back to back with Algebra 1B students to offer them the support needed to go more in depth on mathematical concepts as well as fill math gaps that are inhibiting their progress in math. 2. Offer a before/after school tutorial program utilizing PSRF that will provide students with additional instruction, practice and preparation for the EOC. 3. Continue the next phase of implementation of Professional Learning Communities and have teachers create common formative assessments, develop a timeline for administration of assessments, construct re-teaching and enrichment opportunities for students, conduct an item analysis of test results, and share instructional best practices. 		
Students scoring at Achievement level 3 in Algebra:	60%	75%
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s):</p> <p>Strategy(s):</p> <p>1.</p>		
Students scoring at Achievement level 3 in Geometry:	44%	50%
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	N/A	30%

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. <p style="text-align: right;">White: Black: Hispanic:</p>		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage)	2013 Expected Level of Performance (Enter
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	information and the number of students that percentage reflects)	percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:	50% (Top thirds) (307)	60% (369)
Students scoring at or above Achievement Levels 4 and 5 in Biology:	N/A	30% (184)

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:	N/A	(50%) Top thirds
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	N/A	N/A