Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Weeki Wachee High School	District Name: Hernando
Principal: Troy LaBarbara	Superintendent: Bryan Blavatt
SAC Chair: Tim Hill	Date of School Board Approval: November 6, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Troy LaBarbara	Masters Exceptional Student Education/VE; Masters Educational Leadership	2	4	Assistant Principal Weeki Wachee High School 2011-2012 Reading Level 3+ 50.66%, FCAT 2.0 Level 3 50.98%, levels 4&5 49.02%, learning gains 59.30%, Lowest 25% learning gains 68.97% total non proficient AMO 1s and 2s 41.76%, Algebra 1 EOC level 3+ 56.07%, level 3 71.11%, levels 4&5 28.89%, learning gains 59.66%, lowest 25% learning gains 64.06% total non proficient (AM) 1s & 2s) 43.93%, Biology EOC level 3 – state thirds -2 , 40.36%, levels 4&5 state thirds 3 31.93%, Writing level 4+ 29.66%, level 3+ 83.10% Assistant Principal Central High School 2010-11. 2008-09 Central High School - School Grade- D - High Standards Reading 41%, Math 77%, Writing 73%, Science 31% - Learning Gains 43% Reading,77% Math, 30% Science - Lowest 25% Reading 39%, Math 63% AYP - No 79% Criteria Met 2009 -2010 School Grade - B High Standards - Reading 44%, Math 82%, Writing 84%, Science 41% - Learning Gaines - Reading 50%, Math 81% - Lowest 25%- Reading 45%, Math 78%

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Assistant Principal	Beverly Chapin	Florida Certification in Educational Leadership Master's Degree in Educational Leadership from the University of South Florida Florida Elementary Education Certification University of South Florida	New to Weeki Wachee High School	12	Principal Eastside Elementary 2011-2012 School Grade D Reading - 44 % meeting high standards, 58% making learning gains, 56% making learning gains lowest 25% Math 39% meeting high standards , 51%making learning gains, 44% lowest 25% making learning gains, Writing- 80% meeting high standards Science- 30% meeting high standards Eastside Elementary Principal 2010-2011 School Grade "C" Reading Mastery 63% Math mastery 64% Subgroups not making AYP in reading were Total, White, Socioeconomically Disadvantaged, Students with Disabilities Subgroups not making AYP in math were Total, White, Socioeconomically Disadvantaged and Students with Disabilities 63% of students made learning gains in reading and 54% made learning gains in math 60% of the lowest 25% made adequate progress in reading and 52% made adequate progress in math Eastside Elementary Principal 2009-2010 School Grade "C" Reading Mastery 76% Math mastery 72% of AYP goals met Subgroups not making AYP in reading were White, Socioeconomically Disadvantaged, Students with Disabilities Subgroups not making AYP in math were the White, Socioeconomically Disadvantaged and Students with Disabilities 54% of students made learning gains in reading and 55% made learning gains in math 47% of the lowest 25% made adequate progress in reading and 56% made adequate progress in math

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			Bachelor's Degree in Social Welfare from Olivet Nazarene University			Eastside Elementary Principal 2008-2009 School Grade "A" Reading Mastery 73% Math mastery 72% 90% of AYP goals met Subgroup not making AYP in reading was the Students With Disabilities Subgroups not making AYP in math were the Total Population, Economically Disadvantaged, and Students With Disabilities 67% of students made learning gains in reading and 61% made learning gains in math 76% of the lowest 25% made adequate progress in reading and 59% made adequate progress in math Deltona Principal 2007-2008 School Grade "B" Reading Mastery 72% Math Mastery 68% 92% met AYP goals Subgroups not making AYP in reading was the Students With Disabilities Subgroups not making AYP in math were the Economically Disadvantaged and the Students With Disabilities Deltona Principal 2006-2007 School Grade "B" 74% mastery in reading 74% mastery in math 69% AYP goals were met Subgroup not making AYP in reading was Students with Disabilities Subgroups not making AYP in math were Economically Disadvantaged and Students With Disabilities

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Assistant Principal	Susan Dean	BA Psychology MA Guidance and Counseling MEd Ed Leadership	New to Weeki Wachee High School	3	2011-2012 Central High School, Grade pending Reading – 53% meeting high standards, 62% making learning gains, 68% of lowest 25% making learning gains Math – 53 % meeting high standards, 53% making learning gains, 71% of lowest 25% making learning gains Writing – 77% meeting high standards 2010-2011 Central High School, Grade B Reading – 44% meeting high standards, 43% making learning gains, 29% of lowest 25% making learning gains Math – 82% meeting high standards, 75% making learning gains, 65% of lowest 25% making gains Writing – 77% meeting high standards Science – 42 % meeting high standards AYP 74% 2009-2010 Central High School, School Grade B Reading – 44% meeting high standards, 50% making learning gains, 45% of lowest 25% making learning gains Math – 82% meeting high standards, 81% making learning gains, 45% of lowest 25% making gains Writing – 84% meeting high standards Science – 41% meeting high standards AYP 82% 2008-2009 Central High School, School Grade D – High Standards Reading 41%, Math 77%, Writing 73%, Science 31% - Learning Gains 43% Reading, 75 Math, 30% Science – Lowest 25% Reading39%, Math 63% AYP NO 79% Criteria Met 2009-2010 B, High Standards, 44% Reading, 81% Math, 7% Writing, 42 % Science – Learning Gains 43% Reading, 75% Math, Lowest 25% Learning Gains, 29% Reading, 65% Math AYP 74% Met

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Assistant Principal	Sarah Shelby	BA International Affairs, BS Exercise Science, M.A.T Social Studies Education, Cert. Ed. Leadership	New to Weeki Wachee High School	New Assistant Principal	

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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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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)

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Reading	Kathryn Eppley	BA English Med Curriculum and Education	New to Weeki Wachee	8	2011-2012 Central High School, Grade pending Reading – 53% meeting high standards, 62% making learning gains, 68% of lowest 25% making learning gains Math – 53 % meeting high standards, 53% making learning gains, 71% of lowest 25% making learning gains Writing – 77% meeting high standards 2010-2011 Central High School, Grade B Reading – 44% meeting high standards, 43% making learning gains, 29% of lowest 25% making learning gains Math – 82% meeting high standards, 75% making learning gains, 65% of lowest 25% making gains Writing – 77% meeting high standards Science – 42 % meeting high standards AYP 74% 2009-2010 Central High School, School Grade B Reading – 44% meeting high standards, 50% making learning gains, 45% of lowest 25% making learning gains Math – 82% meeting high standards, 81% making learning gains, 45% of lowest 25% making gains Writing – 84% meeting high standards Science – 41% meeting high standards AYP 82% 2008-2009 Central High School, School Grade D – High Standards Reading 41%, Math 77%, Writing 73%, Science 31% - Learning Gains 43% Reading, 75 Math, 30% Science – Lowest 25% Reading39%, Math 63% AYP NO 79% Criteria Met 2009-2010 B, High Standards, 44% Reading, 81% Math, 7% Writing, 42 % Science – Learning Gains 43% Reading, 75% Math, Lowest 25% Learning Gains, 29% Reading, 65% Math AYP 74% Met

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					2007-2008 School Grade A High Standards Reading 68%, 72%, Learning Gains 64% Reading, , Lowest 25% Reading 71%, AYP – NO 95% Criteria Met 2008-2009 West Hernando Middle School grade A 74% AYP criteria met, 65% High Standards Reading, 63% Learning Gains Reading, 65% Learning Gains Reading Lowest 25% 2008-2009 Central High School School Grade D – High Standards Reading 41%, Learning Gains 43% Reading, Lowest 25% Reading39%, AYP NO 79% Criteria 2006-2007 A High Standards 65% Reading,– Learning Gains – 59% Reading, Reading 65%, 83% AYP – NO 87% Criteria Met
Reading	Kimberly Koparan	BS Secondary English Education, MA Ed Curriculum Instruction EdSpecialist Educational Leadership, Endorsed Gifted, Reading, ESOL	New to Weeki Wachee	New position placed Sept. 2012	

<u>Effective and Highly Effective Teachers</u>

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

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WWHS administrators contact colleges/universities to recruit recent graduates and those who will soon graduate as potential job candidates. Administrators work closely with the district human resources department and use the Softsearch software program to review job applications on file and to obtain information on qualified job applicants. Additionally, administrators use the Teach in Florida web site to recruit qualified applicants. The district human resources certification specialists provide individual counseling with applicants to ensure certification credentials are appropriate for teaching assignments. Presentations regarding highly qualified requirements are made to staff to ensure understanding of compliance. WWHS provides staff development opportunities (through in-service activities offered through the district, e.g., Reading Endorsement, ESOL, CRISS, Differentiated Instruction, Co-Teaching, etc.) and school based professional development or other means to ensure teachers obtain or maintain appropriate certification coverage. Additional support will be provided for staff on Danielson Model Framework for Effective Teaching via Classroom Walk-throughs and Response to Intervention. The reading coach works with the faculty and provides them with strategies and techniques they can implement to improve student performance. To assess performance, and retain highly qualified teachers, the following strategies will be implemented: assemble MTSS team, review school data from state assessment, determine goals for improvements annually, provide ongoing professional development opportunities based on individual needs, and determine success through evaluation data.	Administrative Staff	August, 2013

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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]).

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Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
All teachers are in field and have received an effective rating.	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
48		18	16	14	25	15	7	1	14

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

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Angela Kennedy	Chris Landi	Content Area, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Angela Kennedy	Kelli Landi	Content Area ,Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Donna Carmack	Genevieve Greenfield	Content Area ,Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Donna Carmack	Brandon Sedgley	Proximity, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Nancy Jacobs	Charlene Ross	Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Nancy Jacobs	Tahiri Sabino	Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Mary Long	John Malandrucco	Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review

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Mary Long	Danny Fierro	Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Mary Long	Linda Rogers	Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Craig Witte	Charles Harris	Content Area, Proximity, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Craig Witte	Arthur Rosenberg	Content Area, Proximity, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Craig Witte	Robert Wiggins	Content Area, Proximity, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Kirsten Mihok	Patricia Piros	Content Area, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review
Morgan Burburan	Trevor Rigby	Content Area, Proximity, Clinical Educator Trained	New teacher orientation, observations, conferences, professional development, technology assistance, school and district procedures review

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team: Troy LaBarbara, Principal, Beverly Chapin, Assistant Principal, Susan Dean, Assistant Principal, Sarah Shelby, Assistant Principal, SondraTerry School Psychologist, Teresa Estrada,School Social Worker, Nikki Limbris, , Behavior Specialist, Kathy Eppley District Reading Coach , English Department Angela Kenndy, Math Department Chair, Jane Owsianiecki, Reading Department Chair, Karen Scot, Guidance Department Chair Summer Clark, Assessment teacher Noreen Sheeler, Janet Jones, Staffing specialist
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The team will meet monthly to review and analyze school wide, course specific as well as student specific data. An agenda will be developed and followed facilitated by a designated Department Chair or Assistant Principal. The specific needs of identified students at risk and or lowest quartile will be reviewed. The problem solving model will be utilized to best analyze and develop data based interventions.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?   The MTSS leadership team is comprised of a representation of subject area teachers, administrators and district staff. Subcommittees were selected to review historical data and strategies for the SIP with an emphasis on the individual learner's needs. Based the historical data, implemented the problem solving model, goals are developed.
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.   Data source for all areas is complied in our data management system, Performance Matters. This houses individual student and school wide data on all tested areas of Fcat, EOC, and Pert, ACT, SAT, AP, PSAT, CELLA and the Florida Alternative Assessment.
Describe the plan to train staff on MTSS.   All faculty have received training in Performance Matters, by either District level staff or school based staff. MTSS procedures will be incorporated into WWHS "Green Book" and compilation of information provided teachers yearly. Professional Development will be provided by the Reading Coach to explain the process to the staff.
Describe the plan to support MTSS.   Teachers will continue to implement the school wide PBS program with support from the leadership team and District level representatives. SAC will be consulted for strategies and incentives for students and staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Kimberly Koparan Reading Coach, English and Reading teachers: Angela Kennedy, Karen Scott, Nancy Jacobs, Shirley Rutter, Kara Gregory, Mary Long, Assessment teacher, Noreen Sheeler, Kirsten Mihok, ESE teacher, administrative representative, Susan Kern, Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT will meet monthly to promote literacy activities and strategies to increase student achievement and student proficiency.

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What will be the major initiatives of the LLT this year?
Professional development will focus on Comprehension Instructional Sequence to develop and maintain advanced comprehension skills for all students.

Elementary Title I Schools Only: Pre-School Transition

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

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

The Reading Coach will work with content area and elective teachers to provide professional development in CIS, Comprehension Instructional Strategies.

Teachers will implement CIS strategies for vocabulary acquisition, comprehending complex text and the development and implementation of higher order

questioning. Guided instruction in comprehension strategies will be modeled before, during, and after reading, and will include previewing, self-questioning,

making connections, visualizing, monitoring, and evaluating.

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

Through the Career and Technical Education programs at WWHS, students are afforded the opportunity to participate in both academic and technical

coursework leading to industry certification and/or credits at post-secondary institutions. Academic and Technical teachers may collaborate with the career

specialist at the school to develop programs and integrate the curriculum.

The implementation of the Allied Health Academy, Engineering Technology Academy, Power and Energy Technology Academy, and Environmental

Technology Academy is designed to integrate academics and course work to prepare students for entry level positions. Currently, in addition to the academies

listed above, other career and technical programs are Digital Video Production and Web Design.

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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 provide ongoing advisement on appropriate coursework to meet each student's chosen graduation plan and program based on the students' completion of a career and education planning course taken in seventh or eighth grade, as required by the A++ bill. The district, Chamber of Commerce, and Education Foundation collaborate to sponsor Parent-Student Expo/College Night, which is designed to provide students with a one-stop opportunity to obtain information on post-secondary programs of study.

Yearly meetings are held with the students, with invitations sent to parents to join, to ensure that each is aware of requirements for graduation. Counselors discuss post secondary options with the students and help them choose their courses accordingly. Each spring, students and their parents complete schedule requests based on their post secondary interests, i.e., college preparatory or work force related.

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.

Weeki Wachee High School will have its first graduating class this year, 2013. High School feedback report information is not available.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1 Students lack the requisite vocabulary skills to read complex text across content areas.	1A.1.School wide implementation of CIS (Comprehension Instructional Sequence) focusing on vocabulary acquisition and literacy based strategies.	1A.1.Reading Coach, Administration	1A.1.Formative assessments, review of lesson plans, walk through data, Danielson evaluation	1A.1.FAIR data, Read 180 data, FCAT, lesson plans, formative assessments	
Reading Goal #1A: 9th and 10th grade students achieving level 3 will increase by 7 percentage points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	26% (n=156)	33% (n=199)				

		1A.2. Students lack analytical skills allowing them to discriminate among distracters.	1A.2. Students will be given opportunities for practice and guidance within classes across content areas.	1A.2. Reading Coach, Classroom Teachers	1A.2. Formative assessments, review of lesson plans, walk through data, Danielson evaluation	1A.2. FAIR data, Read 180 data, FCAT, lesson plans, formative assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	3B.1. Classroom teachers need to recognize when to change instruction when students are not making progress in a timely manner.	3B.1. Professional development differentiating instructions, gradual release model, CIS	3B.1. Classroom teacher, ESE case managers, Administration	3B.1. Progress monitoring, Formative assessments, Checks for understanding	3B.1. FAA, FAIR		
Reading Goal #1B: **No students qualify for this subgroup. No students were tested 2012. Students eligible to tests this year will create the base line**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	No student data for 2012, no students tested.	33% (n=1)				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1 Lack of instruction promoting higher cognitive complexity.	2A.1.Professional Development in CIS model.	2A.1.Administration, Reading Coach	2A.1.Classroom assessments, walkthroughs, FAIR Data	2A.1.PERT Assessment		
Reading Goal #2A Students scoring at or above achievement levels 4 in reading will increase by 7 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (N=150)	32% (n=193)					

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		1A.1 Students lack the requisite vocabulary skills to read complex text across content areas.	1A.1.School wide implementation of CIS (Comprehension Instructional Sequence) focusing on vocabulary acquisition and literacy based strategies.	1A.1.Reading Coach, Administration	1A.1.Formative assessments, review of lesson plans, walk through data, Danielson evaluation	1A.1.FAIR data, Read 180 data, FCAT, lesson plans, formative assessments	
		1A.2 .Students lack analytical skills allowing them to discriminate among distracters.	1A.2.Students will be given opportunities for practice and guidance within classes across content areas.	1A.2.Reading Coach, Classroom Teachers	1A.2. Formative assessments, review of lesson plans, walk through data, Danielson evaluation	1A.2. FAIR data, Read 180 data, FCAT, lesson plans, formative assessments	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.						
Reading Goal #2B: *Unable to assess due to first of testing..*	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1.Complexity of FCAT 2.0 questions which increased the level difficulty.	3A.1.The consistent implementation of the Gradual Release Model utilized to increase students' ability to answer higher order questions.	3A.1.Reading Coach, Administrators, Classroom Teacher	3A.1.Formative assessments, Checks for understanding	3A.1.FAIR Testing, FCAT		

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Reading Goal #3A: Total number of students participating in FCAT 2.0 making learning gains will increase 4 percentage points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	59% (n=338)	63% (n=359)				
		3A.2.Lack of student reading endurance.	3A.2.FCAT FOCUS and Compass Learning Odyssey will be used within classroom to increase students' reading endurance on a consistent basis.	3A.2. Classroom Teacher	3A.2. Formative assessments, Checks for understanding, FOCUS reports, and Compass reports	3A.2. FAIR Testing, FCAT, and FCAT FOCUS
		3A.3.Lack of test taking skills and strategies.	3A.3.Provide students with skills and strategies to address areas of concern (time management, pre-reading strategies, break-down of test questions)	3A.3.Classroom Teacher	3A.3. Formative assessments, Checks for understanding	3A.3. FAIR Testing, FCAT, and FCAT FOCUS

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3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1. Classroom teachers need to recognize when to change instruction when students are not making progress in a timely manner.	3B.1.Professional development differentiating instructions, gradual release model, CIS	3B.1. Classroom teacher, ESE case managers, Administration	3B.1. Progress monitoring, Formative assessments, Checks for understanding	3B.1. FAA, FAIR	
Reading Goal #3B: **No student data is available for this subgroup. No students were tested 2012. Students eligible to tests this year will create the base line.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	No student data for 2012, no students tested.	*33% (n=1)*				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Students struggle with reading comprehension and vocabulary acquisitions skills.	4A.1. Schoolwide implementation of CIS (Comprehension Instructional Sequence) focusing on vocabulary acquisition and literacy based strategies. FOCUS and Compass Learning Odyssey	4A.1. Classroom teacher, Reading Coach, Administration	4A.1. Formative classroom assessments, FAIR formative assessments, FOCUS reports and Compass reports	4A.1. FAIR, FCAT		

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Reading Goal #4: The number of students in the lowest 25% will increase learning gains in reading by 3 percentage points.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	69% (100)	72% (104)					
		4A.2.Lack of student reading endurance.	4A.2. FCAT FOCUS and Compass Learning Odyssey will be used within classroom to increase students' reading endurance on a consistent basis	4A.2. Classroom teacher, Reading Coach, Administration	3A.2. Formative assessments, Checks for understanding, FOCUS reports and Compass reports	3A.2. FAIR Testing, FCAT	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** Black 45% Hispanic 33% White 52% SWD 23% ED-FRL 41%	**White 54%** **Black 45%** **Hispanic 35%** ELL **SWD 11%** **ED-FRL 45%**	**White 60%** Black 54% Hispanic 44% ELL **SWD 36%** **ED-FRL 51%**	**White 64%** Black 59% Hispanic 50% ELL **SWD 42%** **ED-FRL5 6%**	**White 68%** Black63% Hispanic 55% ELL **SWD 49%** **ED-FRL6 1%**	**White 72%** Black68% Hispanic 61% ELL **SWD 55%** **ED-FRL 6 6%**	**White 76%** Black73% Hispanic67% ELL **SWD 62%** **ED—FRL- 71%**
<u>Reading Goal #5A:</u> In six years, Weeki Wachee High School will demonstrate increases in student proficiency in reading reducing the achievement gap by 50%							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1.Lessons presented often are not of interest or engaging for students.	5B.1. Employ a variety of learning strategies that engage students in active participation, addressing multiple learning styles and cultural experiences.	5B.1.classroom teacher, Reading coach, Administration	5B.1. Formative assessments, observation, increase in student participation	5B.1. FAIR, FCAT		
Reading Goal #5B: *Student subgroups not making satisfactory progress in reading will decrease by the following percentage points:* *White 5* *Black 4* *Hispanic 4*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:46% (n=216) Black:65% (n=17) Hispanic :65% (n=54) Asian:n/a American Indian:n/a	White: 41%(n=194) Black:61% (n=16) Hispanic:61% (n=51) Asian: n/a American Indian:n/a					

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		5B.2. Lack background knowledge to make connections to lessons presented.	5B.2.Provide hands on activities that include the use of appropriate content materials and technologies.	5B.2. classroom teacher, Reading coach, Administration	5B.2. Formative assessments, observation, increase in student participation	5B.2. FAIR, FCAT	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. ELL strategies not used consistently with fidelity.	5C.1. Professional Development to address appropriate ELL strategies and their implementation.	5C.1. ELL lead teacher, Reading Coach , Administration	5C.1. Formative assessments, lesson plans reflect ELL strategies	5C.1.FAIR, FCAT, CELLA		
Reading Goal #5C: *English Language Learners not making satisfactory progress in reading will decrease 25%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	78% (n= 7/9)	*56% 9(n=5/9)*					

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		5C.2. Limited clustering of ELL students diminishing the ability of support provided.	5C.2. Cluster students so support can be better provided.	5C.2. ELL lead teacher, Reading Coach , Administration	5C.2. Formative assessments, lesson plans reflect ELL strategies, documentation indicating less support required	5C.2. FAIR, FCAT, CELLA	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students lack reading endurance due to processing deficits.	5D.1.The introduction of more complex and longer passages over time. Read 180, Jamestown Readers, Standards Based Instruction-Florida Reading	5D.1.Classroom teacher, Administration	5D.1. Formative assessments, classroom observation, walkthrough, students graph individual progress	5D.1.FCAT, FAIR		

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Reading Goal #5D: Students with Disabilities not making satisfactory progress in reading will decrease by 4percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	78% (n=73)	74% (n=69)				
		5D.2. Limited vocabulary skills.	5D.2. CIS, interactive word walls, Compass Odyssey, graphic organizers	5D.2. Classroom teacher, Administration	5D.2. Formative assessments, classroom observation, walkthrough, students graph individual progress	5D.2. .FCAT, FAIR	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students lack resources at home, technology and often the ability to access technology in the community to do transportation.	5E.1. Provide opportunities within the school day for students to access technology when needed.	5E.1. Classroom teacher, lab manager, administration	5E.1. Compass reports, EHernando reports, formative assessments	5E.1.FACT. FAIR, student grades.		
Reading Goal #5E: Economically disadvantaged students not making satisfactory progress in reading will decrease by 5 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	55% (n=208)	50% (n=191)					
		5E.2. Welfare of the child.	5E.2. Monitor students obtaining nutrition for breakfast and lunch.	5E.2.Teachers, counselors, Administration	5E.2. Review cafeteria reports	5E.2. FCAT, FAIR, Student grades

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
Gradual Release	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach
CIS(Comprehension Instructional Sequence)	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Standards Based Reading Instruction	Supplemental Reading AMSCO "Mastering the Florida Reading Retaker 2.0", Reader's Handbook Student Guide for Reading and Learning,	District	5,000.00
Modes of Writing	Advanced Placement English Language	District	2,000.00
7,000.00 Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
CPS units	Student Response System	District	10,000.00
Computers	Classroom computers (3 per class)	District	21,000.00
31,000.00 Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AP teacher institute training	AP Language teacher training	Title II	1,800.00
AP teacher institute training	AP Literature teacher training	Title II	1,500.00
3,300.00 Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
41,300.0 Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs for these students, yet students do not take advantage of the opportunity.	1.1. More contact with parents about opportunities and how students may access programs.	1.1. ELL teacher, Administration, Para professional for translation	1.1. Increased attendance in programs as reported in attendance log.	1.1. Formative assessments, teacher observation, CELLA	

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CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from _75__% in the 2011-12 school year to 77% (District objective). Weeki Wachee High School does not have an ELL subgroup.						
	75% (n=9/12))					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in reading.	2.1. Training for mainstream English/ Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.	2.1. ELL teacher will monitor students progress and teacher concerns more often. Increase communication. Use of Gradual Release, CIS	2.1. ELL teacher, Paraprofessional, Administration	2.1. Student increased progress, more frequent communication with teachers	2.1. Contact log, student grades, CELLA	
CELLA Goal #2: By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from _33_% in the 2011-12 school year to 50%	2012 Current Percent of Students Proficient in Reading:					
	33% (n=4/12).					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	2.1. ELL teacher will monitor students progress and teacher concerns more often. Increase communication. Use of Gradual Release, CIS	2.1. ELL teacher, Paraprofessional, Administration	2.1. Student increased progress, more frequent communication with teachers	2.1. Contact log, student grades, CELLA	
CELLA Goal #3: By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from _83___% in the 2011-12 school year to 85%	2012 Current Percent of Students Proficient in Writing :					
	83% (n=10/12).					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide all students access to Rosetta Stone	Additional site licenses for Rosetta Stone online	Title III	1,500.00
1,500.00 Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase participation in extended day activities.	Transportation for extended day programs for students	Title III	5,000.00
5,000.00 Subtotal:			
6,500.00 Total:			

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

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

hool Mathemat	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Students are unable to distinguish between relevant and irrelevant information.	1.1. Reread problem for clarity, think alouds, Gradual Release Model, use of manipulative	1.1. Classroom teacher, case manger, Administration	1.1. Formative assessments, classroom observation, student work products	1.1. FAA, Post test		

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Mathematics Goal #1: Students scoring at Levels, 4, 5, and 6 in mathematics have not yet been tested at WWHS. This school year 3 students have been identified as FAA testing students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	.not available	*335 (n=1)*				
		1.2. Students are unable to translate word problems.	1.2.Graphic organizers, , CIS, use of manipulatives	1.2. Classroom teacher, case manger, Administration	1.2. Formative assessments, classroom observation, student work products	1.2. FAA, Post test	
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2.1.	2.1.	2.1.	2.1.	2.1.	

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Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
No student data is available for this subgroup. No students were tested 2012. Students eligible to test this year will create the base line.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: **No student data is available for this subgroup. No students were tested 2012. Students eligible to test this year will create the base line.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Teacher lack of understanding of the requirements of EOC	1.1. Implement goal directed planning among teacher with deliberate practice.	1.1.Administration, PD Liaison	1.1. Data chats each 4 ½ weeks with Principal, walk through, observation	1.1. Algebra EOC	
Algebra 1 Goal #1: Students scoring at Achievement Level 3 in Algebra will increase by 3 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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	Level 3 40% (n128).	Level 3 43% (n=138)				
		1.2. Students lack required level of reading comprehension to meet the requirements of test specification (cognitive and text complexity, vocabulary)	1.2. CIS ,Comprehension Instructional Sequence	1.2.Administration, Reading Coach	1.2. Data chats each 4 ½ weeks with Principal, walk through, observation	1.2. Algebra EOC	
		1.3. Students lack required level of foundation math skills to meet the requirements of test specifications.	1.3.Provide students with opportunities for additional support via after school tutoring, person success tracker, compass odyssey	1.3.Classroom teacher, Administration	1.3. Data Chats, student grades, formative assessments	1.3.Algebra EOC	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Teacher lack of understanding of the requirements of EOC	2.1. Implement goal directed planning among teacher with deliberate practice.	2.1.Administration, PD Liaison	2.1. Data chats each 4 ½ weeks with Principal, walk through, observation	2.1. Algebra EOC		
Algebra Goal #2: Students scoring at or above achievement levels 4 and 5 in Algebra will increase by 8 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Level 4 and 5 16% (n=52).	*Level 4 and 5 24% (n=77).*					

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		2.2. Students lack required level of reading comprehension to meet the requirements of test specification (cognitive and text complexity, vocabulary)	2.2 CIS ,Comprehension Instructional Sequence	2.2 Administration, Reading Coach	2.2 Data chats each 4 ½ weeks with Principal, walk through, observation	2.2. Algebra EOC	
		2.3. Lack of instruction promoting higher order more cognitively complex activities and lessons.	3.3. Continue to provide professional development utilizing CIS model of instruction and Gradual Release model of instruction	2.3. Administration, Reading Coach	2.3. Data chats each 4 ½ weeks with Principal, walk through, observation, lesson plans	2.3. Algebra EOC	

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		2.4 Students lack required level of math foundational skills to meet the requirements of test specifications.	2.4 Continue to provide professional development utilizing CIS model of instruction and Gradual Release model of instruction. Pearson Success tracker, Compass Odyssey	2.4 Classroom teacher, Administration	2.4 Data chats, walkthrough, observation, lesson plans	2.4 Algebra EOC	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**Black 71% Hispanic 59% White 40% ELL 67% SWD 59% ED-FRL 50%**	**Black 33% Hispanic 41% White 48% ELL SWD 31% ED-FRL 43%**	**Black 40% Hispanic 47% White 48% ELL SWD 38% ED-FRL 48%**	**Black 47% Hispanic53% White 59% ELL SWD 45% ED-FRL 54%**	**Black 53% Hispanic 59% White 64% EL SWD 52% ED-FRL 60%**	**Black 60% Hispanic 65% White69% ELL SWD 59% ED-FRL 66%**
Algebra 1 Goal #3A: In six years, Weeki Wachee High School will demonstrate increases in student proficiency in math reducing the achievement gap by 50%							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. Instruction may not address cultural differences.	3B.1. Differentiate instruction within the classroom to meet t the individual needs of students.	3B.1. Classroom teacher, Reading Coach, Administration	3B.1.Lesson plans, observation, walkthroughs,	3B.1. Formative assessments, EOC		
Algebra 1 Goal #3B: Subgroups by ethnicity not making satisfactory progress in Algebra I will make progress by the following percentage points: White	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White:40%(102 Black:71%(10 Hispanic59%(25: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White:48%(122 Black:33%(5 Hispanic:41%(17 Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. Students lack English language reading skills to understand the math word problems and concepts.	3C.1. Provide increased level of support in Math classes through Paraprofessional presence and support. Increase communication between ELL teacher and content area teachers.	3C.1. ELL Para professional, ELL Teacher, Administration	3C.1. Formative assessments, teacher observation,	3C.1. EOC		
Algebra 1 Goal #3C: **ELL students not making satisfactory progress in Algebra 1 will decrease by 33%**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	67% (n=2/3)	33% (n=1/3).					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Students lack the processing skills to answer complex questions.	3D.1. Additional time and practice.	3D.1.Classroom teacher, Case managers, Administration	3D.1. Formative assessments, walkthroughs, observation	3D.1. Progress monitoring, EOC		
Algebra 1 Goal #3D: *Students with disabilities not making satisfactory progress in Algebra 1 will decrease by 4 percentage points..*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	59% (n=33).not making progress	*55% (n=30) not making progress*				
		3D.2. Students often lack confidence and motivation	3D.2. RtI PBS strategies, data chats,	3D.2. Classroom teacher, Case managers, Administration	3D.2. Formative assessments, walkthroughs, observation	3D.2. Progress monitoring, EOC	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3D.2. Students often lack confidence and motivation	3D.2. RtI PBS strategies, data chats,	3D.2. Classroom teacher Administration, attendance clerk	3D.2. Formative assessments, walkthroughs, observation	3D.2. Progress monitoring, EOC		
Algebra 1 Goal #3E: Economically disadvantages students not making satisfactory progress in Algebra 1 will decrease by 5percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (n=\100)	*45% (90)*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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<u>Geometry End-of-Course Goals</u> *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Teacher lack of understanding of the requirements of EOC	1.1. Implement goal directed planning among teacher with deliberate practice.	1.1.Administration, PD Liaison	1.1. Data chats each 4 ½ weeks with Principal, walk through, observation, formative assessments	1.1.Geometry EOC		

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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Students scoring at achievement level in Geometry will increase by 3 percentage points.						
	Level 3 34% (n=108)	*Level 3 37% (n=117).*				
	1.2. Students lack required level of reading comprehension to meet the requirements of test specification (cognitive and text complexity, vocabulary)	1.2. Students lack required level of reading comprehension to meet the requirements of test specification (cognitive and text complexity, vocabulary	1.2. CIS ,Comprehension Instructional Sequence	1.2. Administration, Reading Coach	1.2. Data chats each 4 ½ weeks **with Principal, walk through, obse**rvation, formative assessments	1.2. Geometry EOC

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		1.3. Students lack required level of foundation math skills to meet the requirements of test specifications.	1.3.Provide students with opportunities for additional support via after school tutoring, person success tracker, compass odyssey	1.3.Classroom teacher, Administration	1.3. Data Chats, student grades, formative assessments	1.3.Algebra EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Teacher lack of understanding of the requirements of EOC	2.1. Implement goal directed planning among teacher with deliberate practice.	2.1.Administration, PD Liaison	2.1. Data chats each 4 ½ weeks with Principal, walk through, observation, formative assessments	2.1.Geometry EOC	
Geometry Goal #2: Students scoring at or above achievement levels 4 and 5 in Geometry will increase by 3 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

August 2012
Rule 6A-1.099811
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	Level 4 and 5 25% (n=79)	Level 4 and 5 28% (n=8)					
		2.2. Students lack required level of reading comprehension to meet the requirements of test specification (cognitive and text complexity, vocabulary	2.2. CIS ,Comprehension Instructional Sequence	2.2. Administration, Reading Coach	2.2. Data chats each 4 ½ weeks **with Principal, walk through, obse**rvation, formative assessments	2.2. Geometry EOC	
		2.3. Lack of instruction promoting higher order more cognitively complex activities and lessons.	3.3. Continue to provide professional development utilizing CIS model of instruction and Gradual Release	2.3. Administration, Reading Coach	2.3. Data chats each 4 ½ weeks with Principal, walk through, observation, lesson plans, formative assessments	2.3Geometry EOC	

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2.4 Students lack required level of math foundational skills to meet the requirements of test specifications.	2.4 Continue to provide professional development utilizing CIS model of instruction and Gradual Release model of instruction. Pearson Success tracker, Compass Odyssey	2.4 Classroom teacher, Administration	2.4 Data chats, walkthrough, observation, lesson plans				
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						

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Geometry Goal #3A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: Data not available until achievement levels have been established	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Students lack English language reading skills to understand the math word problems and concepts.	3C.1. Provide increased level of support in Math classes through Paraprofessional presence and support. Increase communication between ELL teacher and content area teachers.	3C.1. ELL Para professional, ELL Teacher, Administration	3C.1. Formative assessments, teacher observation,	3C.1. EOC		
Geometry Goal #3C: Data not available until achievement levels have been established	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: Data not available until achievement levels have been established.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *Enter narrative for the goal in this box.* Data not available until achievement levels have been established	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development						

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(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
Gradual Release Model	9-12	Reading Coach	All teachers school-wide	Semester 1	Lesson plans, observation, walk through, data chats	Administration
CIS (Comprehension Instructional Sequence)	9-12	Reading Coach	All teachers school-wide	Semester 1	Lesson plans, observation, walk through, data chats	Administration
Common Core Implementation	9-12	District Level Staff	All math teachers	On going	Lesson plans, observation, walk through, data chats	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
CPS units	Student Response System	District	10,000.00
Computers	Classroom computers (3 per class)	District	21,000.00
31,000.00 Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
31,000.00 Total:			

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: **Limited student data is available for this subgroup. One student was tested 2012.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.* **No student data is available for this subgroup. No students were tested 2012.**	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

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Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Students require more classroom instruction and assessment with respect to higher order questioning and levels of cognitive complexity.	1.1. Provide continued professional development in Gradual Release Model of instruction.	1.1.District Reading and school based Reading Coach	1.1. Formative assessments, observation, walkthrough data	1.1. EOC		
Biology 1 Goal #1: Students scoring at achievement Level 3will increase by 3 percentage points	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					

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	Level 3+ *40%(n-134)*	*43%* *(n=142)*				
		1.2. Students require more opportunities to develop stronger reading comprehension skills and vocabulary acquisitions skills	1.2.Continue Professional development in CIS	1.2. District Reading and school based Reading Coach	1.2. Formative assessments, observation, walkthrough data	1.2.EOC
		1.3. Students require more inquiry based learning activities in instruction and laboratory activities	1.3. Provide professional development in 5 E Model of instruction.	1.3. District Reading and school based Reading Coach, Science department chair	1.3. Formative assessments, observation, walkthrough data	1.3. EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	1.3. Formative assessments, observation, walkthrough data	

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	1.1. Students require more classroom instruction and assessment with respect to higher order questioning and levels of cognitive complexity.	1.1. Provide continued professional development in Gradual Release Model of instruction.	1.1.District Reading and school based Reading Coach	1.1. Formative assessments, observation, walkthrough data	1.1. EOC		
Biology 1 Goal #2: Students scoring Levels 4 and 5 in Biology 1 will increase by 7percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Level 4 & 5 32% (n=106).	*39% (n=129).*					

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		2.2. Students require more opportunities to develop stronger reading comprehension skills and vocabulary acquisitions skills	2.2.Continue Professional development in CIS	2.2 District Reading and school based Reading Coach	2.2 Formative assessments, observation, walkthrough data	2.2.EOC
		2.2 Students require more inquiry based learning activities in instruction and laboratory activities	2.3. Provide professional development in 5 EModel of instruction.	2.2 District Reading and school based Reading Coach, Science department chair	2.3. Formative assessments, observation, walkthrough data	2.3.EOC

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gradual Release	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach
CIS(Comprehension Instructional Sequence)	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
AP Biology required labs	Lab materials and supplies	District	5,000.00
AP Biology review books	Review materials supplemental to text	District	500.00
5,500.00 Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
CPS units	Student Response System	District	10,000.00

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Computers	Classroom computers (3 per class)	District	21,000.00
31,000.00 Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inquiry based learning	Biology teacher training	District	500.00
500.00 Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
37,000.00 Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1A.1.Limited Professional development opportunities for teachers to become proficient in effective writing strategies.	1A.1.Professional development be will provided to all staff.	1A.1.Reading Coach, English Depart chair, Administration	1A.1.DWAP, Classroom observations, walkthrough observations	1A.1.DWAP, FCAT Writing results	
Writing Goal #1A: The number of students scoring a level 3.0 or higher on the writing assessment will increase by 3 percentage points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Level 3+ 82 % (n=241)	*Level 3+ 85%*				
		1A.2. Inconsistent writing across content areas.	1A.2. Opportunities will provided students to practice within an across all content areas.	1A.2. Administration, District Reading Coach, classroom teachers	1A.2. DWAP, Classroom observations, walkthrough observations	1A.2. DWAP, FCAT Writing results

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		1A.3.Students not familiar with the standards and conventions of English required in the assessment to be proficient.	1A.3. CIS implementation to be used to introduce and strengthen student skills.	1A.3. Classroom teachers, Administration, Reading Coach	1A.3. DWAP, Classroom observations, walkthrough observations	1A.3. DWAP, FCAT Writing results	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: **No student data is available for this subgroup. No students were tested 2012. WWHS has no students currently enrolled requiring testing.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing	9-12	English Teacher	All teachers	Semester 1	Classroom observations, walkthroughs	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
00.00 Total:			

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1. Reinforcement attendance and on-time arrival to school is inconsistent. Students with perfect attendance receive a certificate. This may not be as rewarding for students as the possibility of earning privileges either by class or grade level.	1.1. Students will be surveyed by grade level to determine appropriate and desired reinforces (earning privileges, points, etc.)	1.1.Attendance Secretary, Assistant Principal, Guidance	1.1. Monthly attendance data review	1.1.Monthly attendance reports		
Attendance Goal #1: Increase daily attendance by 2 percentage points	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91%(816)	*93%(856)*					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*				
		1.2. Students and parents lack clear understanding of the impacts of excused or unexcused absences on student achievement due to lack of instructional time.	1.2. Data chats with students and parents to discuss the importance and correlation between attendance and academic achievement.	1.2.Adminsitration, Teachers, Guidance	1.2.Data Chat Logs	1.2. Monthly attendance reports	

Attendance Professional Development

Professional Development (PD) aligned with						

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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
RtI/PBS	9-12	School Psychologist	School - wide	Semester 1	Monitoring student data	Administration, attendance secretary

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1.1. Inconsistent implementation of RtI process.	1.1. Work with District and School based RtI teams to provide guidance for staff to effectively implement process.	1.1.Adminsitration, RtI school based committee	1.1. Review of referral data	1.1.ODRs	

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Suspension Goal #1: Number of students receiving suspensions both in school and out of school will decrease by 10 percentage points.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	485	430					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	52	45					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	224	200					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	24	22					
		1.2.Increase student engagement	1.2. CIS and Gradual Release Models of instruction	1.2.Adminstration, Reading Coach, RtI team, Department chairs	1.2.ODRs	1.2. ODRs	

Suspension Professional Development

Professional Development						

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(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
RtI/PBS	9-12	School Psychologist	School - wide	Semester 1	Monitoring student data, ODRs	Administration, attendance secretary, ISS monitor

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Rti/PBS	Incentives/rewards	SAC	500.00
Subtotal:			
500.00 Total:			

End of Suspension Goals

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 next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Insufficient levels of support given for at risk students	1.1. Principal schedules 4 week data chats with each teacher to determine students at risk and interventions to support	1.1.Principal and Teachers	1.1.Data logs of student achievement	1.1.Data logs, student grades		

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	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
Dropout Prevention Goal #1: Decrease the number of students considered off track based on credit and GPA						
	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Data not available	*District rate 71.49%*				
		1.2. Inconsistent implementation of RtI to support students at risk.	1.2. Credit recovery options through FLVS, EHernando and Compass	1.2.Lab managers, credit recovery teachers, Rti team, guidance counselors	1.2.Completion reports	1.2.student grades
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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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
RtI/PBS	9-12	School Psychologist	School - wide	Semester 1	Monitoring student data	Administration, attendance secretary

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Rti/PBS	Incentive, rewards	SAC	Previously reported (500.0)
Subtotal:			

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Total:			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)
*

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Activities that parents would be interested in attending or becoming involved.	1.1. Develop a survey of parent concerns and interested to better determine what areas are of most concern and interest.	1.1.Parent Involvement committee, Administration	1.1. Survey results	1.1. Survey result		
Parent Involvement Goal #1: Booster organizations on campus are very active including athletics, music and band. We would like to encourage all parents to become more involved with activities at WWHS.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

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		Not available.	*35% (current student enrollment 1326 n=464)) of parents will participate in school sponsored event.*					
		.	1.2. Edine is a primary means of disseminating information to parents. Those parents without internet access will be at a disadvantage	1.2. Strategically place a computer and instructions for parents at school where they access Edline for news, parent teacher communication and students progress information.	.1.2.Administration, Tech support	1.2. Log sheet of those accessing services	1.2.2. Log sheet data	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through						

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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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Rti/PBS	Incentive, rewards	SAC	Previously reported (500.0)
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase awareness and interest in STEM course.	1.1.Lack of articulation with feeder middle schools	1.1. Schedule periodic workshops with feeder middle school administration, guidance, parents and students to explain and describe available programs and benefits of student participation.	1.1. Career Specialist Guidance	1.1. Enrollment numbers in classes	1.1. Feeder school, parent and student feedback.
	1.2. Lack of program promotion within school.	1.2.Encourage participation through classroom guidance presentations, individual guidance meetings with students, incoming student orientation	1.2.Guidance, Teachers, Administration, Career Specialist	1.2. Enrollment request on class schedule menus	1.2. Number of students enrolled and participating

STEM Professional Development

Professional Development						

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(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
Gradual Release	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach
CIS(Comprehension Instructional Sequence)	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase inquiry based learning	Laptop cart		19,000.00
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Water Technology course development	Texts and workbooks		8,750.00
Subtotal:			
27,750.00 Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Of the students eligible to sit for industry certification exams in all CTE courses, the passing rate will meet or exceed 50%.	1.1.Attendance	1.1. Parent contact, attendance letters sent, social worker referral,	1.1.Teachers, attendance clerk, career specialist	1.1. Results of mastery texts administered prior to industry certification tests	1.1. number of industry certification earned
	1.2.Course prerequisites not met	1.2.Incentives/ motivators (Gold Seal Scholarships)	1.2.Guidance, teachers	1.2.Schedules built based on course requirements and students' prior course completion	1.2. student transcripts
	1.3. Class size/ bandwidth/ computer compatibility	1.3.limit student enrollment to the number of computers available	1.3.Guidance, Teachers , TIS	1.3. final class size, computer functioning	1.3. Class roster equal to the number of properly operating computers

CTE Professional Development

Professional Development (PD) aligned with Strategies through					

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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
Gradual Release	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach
CIS(Comprehension Instructional Sequence)	9-12	Kathy Eppley	School wide	Semester 1	Classroom observation, walk through	Administration, Reading Coach

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer compatibility	25 computer with windows 7 and dual monitors for the engineering lab	District	15,000.00
15,000.00 Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
15,000.00 Total:			

End of CTE Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	41,300.00 Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	37,000.00 Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	500.00 Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	27,750.00 Total:
CTE Budget	
	15,000.00 Total:
Additional Goals	

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	Total:
121,550.00	Grand Total:

2012-2013 School Improvement Plan (SIP)-Form SIP-1

School Advisory Council (SAC)

SAC Membership Compliance

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

▫ **Yes**

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The SAC meets on a monthly basis. Its primary goal is to provide input into the SIP and to measure SIP progress throughout the year with the intent to keep focused on school improvement at each meeting. The SAC will be present at freshman orientation and WWHS open house. SAC intends to review and provide input into the school budget process. The scholarship committee will continue if interest continues.

Describe the projected use of SAC funds.	Amount
SAC funds will again be partially used to fund student recognition programs. SAC will consider other requests throughout the school year.	500.00