

James S. Rickards High School 2012-2013 School Improvement Plan (SIP)

ASSURANCES

Our school held a properly noticed public hearing at which we reviewed the SIP mission and goals.

Our SAC approved our SIP for 2012-2013, and our meeting minutes reflect the SIP approval vote.

We have copies of our approved SIP on file at school and available to the school community.

September 18, 2012

September 20, 2012

Date of Public Hearing

Date of SAC Approval

Principal Signature

Douglas Cook

Principal Name

SAC Chair Signature

Sharlene Jones

SAC Chair Name

TEC Representative Signature

Alfred Broomfield

TEC Representative Name

Site Facilitator Signature (Optional)

Deborah Barnes, Ph.D.

Site Facilitator Name (Optional)

FLORIDA DEPARTMENT OF EDUCATION



James S. Rickards High School School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: James S. Rickards High School	District Name: Leon County Schools
Principal: Mr. Douglas Cook	Superintendent: Mr. Jackie Pons
SAC Chair: Ms. Sharlene Jones	Date of School Board Approval: 2012-2013

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[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.)

School Name	School Year	School Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math
James S. Rickards High School 0051	2009-2010	D	39	67	86	35	45	76
#0051	2010-2011	A	40	70	81	35	48	72
#0051	2011-2012	B	38	45	80	*	55	55
#0051	2012-2013							

[AMO Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

James S. Rickards High School	% of Lowest 25% Learning Gains in Reading	% of Lowest 25% Learning Gains in Math	Total Points	Percent Tested	Free & Reduced Lunch	Minority Rate
2009-2010	40	71	469	98	59%	79%
2010-2011	45	60	451	98	56%	78%
2011-2012	56	59	446	98	58%	76%

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

MATCHED CURRICULUM COUNT /PERCENT AT ACHIEVEMENT LEVELS

READING SPRING 2012							
Grade	Level 1	Level 2	Level 3	Level 4	Level 5	LEVELS 3-5	TOTAL NUMBER OF STUDENTS
09	32	33	16	10	9	36	403
10	25	36	14	12	13	39	279
11	77	23	0	0	0	0	13

MATH ALGEBRA 1 SPRING 2012							
Grade	Level 1	Level 2	Level 3	Level 4	Level 5	LEVELS 3-5	TOTAL NUMBER OF STUDENTS
09	18	42	34	4	2	40	235
10	51	46	3	0	0	3	37
11	-	-	-	-	-	-	-
ACH 3							

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Douglas Cook	B.A. Technology Education M.S. Educational Leadership Florida Certification Education Leadership (All levels)	1	5	James S. Rickards High School 11-12-A <ul style="list-style-type: none"> • AMO: NO • Reading: % Proficient • Math: % Proficient James S. Rickards High School 10-11-A <ul style="list-style-type: none"> • AYP: NO • Reading: 40% Proficient

					<ul style="list-style-type: none"> • Math: 70% Proficient <p>James S. Rickards High School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 39% Proficient • Math: 68% Proficient <p>James S. Rickards High School 08-09-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 68% Proficient • Math: 38% Proficient
Assistant Principal	Deborah Barnes	<p>Ph.D. Educational Leadership</p> <p>Ed.S. Higher Education</p> <p>MASS Master of Applied Social Sciences: Public Administration</p> <p>B.S. Business Education</p> <p>Florida Certification Educational Leadership (All levels) Business Education (6-12)</p>	1	8	<p>James S. Rickards High School 11-12-A</p> <ul style="list-style-type: none"> • AMO: NO • Reading: % Proficient • Math: % Proficient <p>James S. Rickards High School 10-11-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 40% Proficient • Math: 70% Proficient <p>James S. Rickards High School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 39% Proficient • Math: 67% Proficient <p>James S. Rickards High School 08-09-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 38% Proficient • Math: 68% Proficient
Assistant Principal	Rusty Edwards	<p>B.S. English Education</p> <p>M.S. Educational Leadership</p> <p>Florida Certification Educational Leadership (All levels)</p>	3	3	<p>James S. Rickards High School 11-12-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 49% Proficient • Math: 43% Proficient

Assistant Principal	Danny Whitfield	B.A. Music Education M.S.	3	4	
Assistant Principal	Patrick Wright	B.S. Mathematics Education M.S. Educational Leadership	4	7.5	
Dean of Curriculum	Samuel Lee Striplin	B.S. Physical Education MS Athletic Administration	2	2	<p>James S. Rickards School 10-11-A</p> <ul style="list-style-type: none"> • AMO: NO • Reading: % Proficient • Math: % Proficient <p>James S. Rickards High School 10-11-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: % Proficient • Math: % Proficient <p>James S. Rickards High School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 39% Proficient • Math: 67% Proficient <p>James S. Rickards High School 08-09-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 38% Proficient • Math: 68% Proficient

Highly Effective Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades,
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Area		Certification(s)	Years at Current School	as an Instructional Coach	FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/Literacy	Johnnie Mae Engram	B.A. Social Sciences, Reading Endorsed	1	2	<p>James S. Rickards High School 11-12-A</p> <ul style="list-style-type: none"> • AMO: NO • Reading: % Proficient • Math: % Proficient <p>James S. Rickards High School 10-11-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: % Proficient • Math: % Proficient <p>James S. Rickards High School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: % Proficient • Math: % Proficient <p>James S. Rickards High School 08-09-A</p> <ul style="list-style-type: none"> • AYP: Yes • Reading: % Proficient • Math: % Proficient
Mathematics	Jacquelyn Goodman	B.S. Mathematics Education, Certified in Economics Education	10	3	
Reading/Literacy	Alfred Broomfield	Social Science, Reading Endorsed, Educational Leadership	1	8	

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Leon County School District aggressively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation.	Principal Administration Team	August 2012-On-going as needed	
2. James S. Rickards High School is one of the leading technology schools in the county which attracts qualified applicants. The Administration team will continue to develop focus questions for applicants based on scholar/academic program needs	Administration Team	July 2012	
3. Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at James S. Rickards High School. Administration team will assign a mentor teacher as well as a curriculum mentor	Principal Administrative Team	As soon as possible after hiring following the district procedures	
4. New teachers are mentored by veteran teachers. Teachers will meet regularly with new JSRHS teachers to answer questions, provide timely support and encouragement	Administrative Team & Curriculum Leadership Team	Ongoing for at least two years	
5. Administrators will monitor and conference with new JSRHS teachers to ensure their needs are being addressed	Supervising administrators	Ongoing for at least two years	

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6% (4) – 1(LA); 3(ESOL)	Meet bi-weekly with a highly effective teacher in the content area of non- effectiveness to collaborate on best practices
Five (5)	LCS-9843-1016

LEON COUNTY SCHOOLS
 OUT-OF-FIELD REQUEST (Applicants' Basic Information inserted)

BASIC INFORMATION

Date: **9-25-12**

Name of Teacher **Mary Austin-Brown**

PID:

School Name: **James S. Rickards High School**
0051

School Number:

Position Number:

Grade Level/Subject Area for which is teacher is recommended: **Integrated Science 1 (5 periods)**
(If secondary level, please include number of periods per day)

Beginning and Ending Date of Out of Field Assignment: **8-20-2012** to **6-30-2013**

Course Code Number (as reflected in the current Florida Course Code Directory) for which teacher is teaching Out of Field: **2002400R**

School year for which placement is recommended: 2012-2013

Check one: First year out-of-field request in Leon County

Subsequent year out-of-field request

X

NOTE: Each subsequent year request must have a current college transcript or grade card attached that reflects the necessary completed course work

CERTIFICATION INFORMATION

Certification required: **Earth/Space, Physics, Biology, MG Gen Science**

Certification held by proposed teacher: **Family Consumer Science, Reading Endorsed**

RATIONALE (Please explain why this teacher is recommended for the position in view of the discrepancy in certification) Use approved Out of Field Bullets in Personnel Procedure B-17 (Any exception must be approved in advance in writing by your Supervisor)

Teacher is certified in Family Consumer Science, and is Reading Endorsed. Along with providing quality science instruction, we are using the Integrated Science 1 course as a method of providing reading intervention for our students scoring level 2 on the FCAT Reading assessment. Considering school program needs and requirements, this is the best current staff member to provide the most appropriate instructional service in this area. No other fully qualified staff are available.

ROUTE THIS REQUEST IN THE FOLLOWING ORDER FOR APPROVAL:

Douglas Cook , Rickards 9-25-2012

Principal or Work Location Supervisor Date School Director
Date

Director, Human Resources Date

Board Approval Date: _____

Original - Personnel Services
Personnel Services will return copies following Board

LCS-9843-1016

LEON COUNTY SCHOOLS

OUT-OF-FIELD REQUEST

BASIC INFORMATION

Date: **9-25-12**

Name of Teacher **Alfred Broomfield**

PID:

School Name: **James S. Rickards High School**
0051

School Number:

Position Number:

Grade Level/Subject Area for which is teacher is recommended: **English 1 (2 periods)**
(If secondary level, please include number of periods per day)

Beginning and Ending Date of Out of Field Assignment: **8-20-2012** to **6-30-2013**

Course Code Number (as reflected in the current Florida Course Code Directory) for which teacher is teaching Out of Field: **10013100**

School year for which placement is recommended: 2012-2013

Check one: First year out-of-field request in Leon County _____
Subsequent year out-of-field request **X**

NOTE: Each subsequent year request must have a current college transcript or grade card attached that reflects the necessary completed course work

CERTIFICATION INFORMATION

Certification required: **English (6-12), MG Eng**

Certification held by proposed teacher: **Social Science, Reading Endorsed**

RATIONALE (Please explain why this teacher is recommended for the position in view of the discrepancy in certification) Use approved Out of Field Bullets in Personnel Procedure B-17 (Any exception must be approved in advance in writing by your Supervisor)

Teacher is certified in Social Science, and is Reading Endorsed. This teacher proved to be an effective teacher of English last year when working with our lowest readers through blocked English and Reading classes. Considering school program needs and requirements, this is the best current staff member to provide the most appropriate instructional service in this area. No other fully qualified staff are available.

ROUTE THIS REQUEST IN THE FOLLOWING ORDER FOR APPROVAL:

Douglas Cook , Rickards 9-25-2012

Principal or Work Location Supervisor Date School Director
Date

Director, Human Resources Date

Board Approval Date: _____

Original - Personnel Services

Personnel Services will return copies following Board Meeting
LCS-9843-1016

LEON COUNTY SCHOOLS

OUT-OF-FIELD REQUEST

BASIC INFORMATION

Date: **9-25-12**

Name of Teacher **Major Joe Christen, US Army**

PID:

School Name: **James S. Rickards High School**
0051

School Number:

Position Number:

Grade Level/Subject Area for which is teacher is recommended: **World History (1 periods)**
(If secondary level, please include number of periods per day)

Beginning and Ending Date of Out of Field Assignment: **8-20-2012** to **6-30-2013**

Course Code Number (as reflected in the current Florida Course Code Directory) for which teacher is teaching Out of Field: **2109310R**

School year for which placement is recommended: 2012-2013

Check one: First year out-of-field request in Leon County X
Subsequent year out-of-field request

NOTE: Each subsequent year request must have a current college transcript or grade card attached that reflects the necessary completed course work

CERTIFICATION INFORMATION

Certification required: **Social Science (6-12)**

Certification held by proposed teacher: **Expert in Field, ROTC**

RATIONALE (Please explain why this teacher is recommended for the position in view of the discrepancy in certification) **Use approved Out of Field Bullets in Personnel Procedure B-17 (Any exception must be approved in advance in writing by your Supervisor)**

Teacher is an expert in the field for ROTC. Considering school program needs and requirements, this is the best current staff member to provide the most appropriate instructional service in this area. No other fully qualified staff are available.

ROUTE THIS REQUEST IN THE FOLLOWING ORDER FOR APPROVAL:

Douglas Cook , Rickards 9-25-2012

Principal or Work Location Supervisor Date School Director
Date

Director, Human Resources Date

Board Approval Date: _____

Original - Personnel Services

Personnel Services will return copies following Board Meeting
LCS-9843-1016

LEON COUNTY SCHOOLS

OUT-OF-FIELD REQUEST

BASIC INFORMATION

Date: **9-25-12**

Name of Teacher **Johnnie Engram**

PID:

School Name: **James S. Rickards High School**
0051

School Number:

Position Number:

Grade Level/Subject Area for which is teacher is recommended: **World History (4 periods)**
(If secondary level, please include number of periods per day)

Beginning and Ending Date of Out of Field Assignment: **8-20-2012** to **6-30-2013**

Course Code Number (as reflected in the current Florida Course Code Directory) for which teacher is teaching Out of Field: **2109310R**

School year for which placement is recommended: 2012-2013

Check one: First year out-of-field request in Leon County _____
Subsequent year out-of-field request **X**

NOTE: Each subsequent year request must have a current college transcript or grade card attached that reflects the necessary completed course work

CERTIFICATION INFORMATION

Certification required: **Social Science (6-12)**

Certification held by proposed teacher: **Sociology, Reading Endorsed**

RATIONALE (Please explain why this teacher is recommended for the position in view of the discrepancy in certification) **Use approved Out of Field Bullets in Personnel Procedure B-17 (Any exception must be approved in advance in writing by your Supervisor)**

Teacher is certified in Sociology and is Reading Endorsed. We are using World History as an opportunity to facilitate the reading instruction of 9th and 10th grade students. Considering school program needs and requirements, this is the best current staff member to provide the most appropriate instructional service in this area. No other fully qualified staff are available.

ROUTE THIS REQUEST IN THE FOLLOWING ORDER FOR APPROVAL:

Douglas Cook , Rickards 9-25-2012

Principal or Work Location Supervisor Date School Director
Date

Director, Human Resources Date

Board Approval Date: _____

Original - Personnel Services

Personnel Services will return copies following Board action
OUT-OF-FIELD REQUEST

RATIONALE (Please explain why this teacher is recommended for the position in view of the discrepancy in certification) **Use approved Out of Field Bullets in Personnel Procedure B-17 (Any exception must be approved in advance in writing by your Supervisor)**

Teacher is certified in MG Integrated Curriculum and Elementary Education. Considering school program needs and requirements, this is the best current staff member to provide the most appropriate instructional service in this area. No other fully qualified staff are available.

ROUTE THIS REQUEST IN THE FOLLOWING ORDER FOR APPROVAL:

Douglas Cook , Rickards	9-25-2012	
Principal or Work Location Supervisor	Date	School Director
Date		
Director, Human Resources	Date	

Board Approval Date: _____

Original - Personnel Services

Personnel Services will return copies following Board action

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who is teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
74	4.15% (5)	35.85% (28)	35% (29)%	25% (21)	46.81% (39)	98% (69)	13% (11)	1% (1)	8% (7)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities. James S. Rickards High School has hired four instructors for the 2012-2013 School Year. All new instructional staff members were given instructional packets which contained pertinent information about James S. Rickards High School. All new faculty members attended a training session before preplanning designed to prepare them for the upcoming school year, and were matched with seasoned instructors to formulate the building wide mentoring program. Every mentor and mentee will meet on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 45 days of the school year using the Florida Performance Measurement System Screening/Summative Instrument (LEADS). The resource team consists of a Curriculum Leadership Team member, Mentor, and Mentee. This team meets to create an Action Plan. The plan is reviewed quarterly by the Mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a check list to insure the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio that documents mastery of the Twelve Accomplished Practices.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gentle Hamilton	Robert McBride Quincy Griffin	<ul style="list-style-type: none"> All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of 	<ul style="list-style-type: none"> Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee.

		instructional practices and integrating technology.	<ul style="list-style-type: none"> Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Bruce Chatman	Robert McBride Quincy Griffin	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology	<ul style="list-style-type: none"> Ongoing observation of teacher Informal meetings to provide support Assist with Accomplished Practices

<u>Additional Requirements</u>	
<i>Coordination and Integration-Title I Schools Only N/A</i>	
<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (MTSS)</i>	
School-Based MTSS/RtI Team	
Identify the school-based MTSS Leadership Team.	
Administrative Team, Reading Coach, Select General Education Teacher(s), Guidance Counselor(s), School Psychologist, School Social Worker, ESE Program Specialist, Attendance Clerk, Referral Coordinator, Speech Language Pathologist, and Parent	
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?	
<p>The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet two times per month to address referrals. Referral to the intervention team for academic and behavioral concern.</p> <ul style="list-style-type: none"> The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS. Select General Education Teachers provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Select ESE Teachers (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student data collection, collaborates with general education teachers. 	

<ul style="list-style-type: none"> • Reading Coach participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. • The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students. • The School Social Worker conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the object, and the parent agrees to allow the social worker can also assist parents in finding appropriate community resources. • The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences. • The Attendance Officer is on call to join the intervention team to discuss students who have been deemed chronically absent. He reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues. • The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services. • Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills. 	
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP?</p> <p>The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on FCAT. Once specific strategies are identified and determined to be effective the departments use these strategies to meet the goals of the school improvement plan.</p>	
MTSS Implementation	
<p>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.</p> <p>Baseline Data: FAIR, Achieve 3000, Data Director, Pre-Writes Upon Request, Midyear Data: FAIR, Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request, End of year: FAIR, Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request, FCAT 2.0</p>	
<p>Describe the plan to train staff on MTSS.</p> <p>School-Wide Professional Development from the District’s train the trainer model Response to Intervention Teacher Training during pre-planning and monthly department meeting</p> <p>What is MTSS?</p> <ul style="list-style-type: none"> ▪ Multi-tiered model 	

- Classroom behavior management
- The intervention process
- Academic and behavior interventions

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrative Team, Reading Coach, Reading Teacher(s), Guidance Counselor(s)

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

The team meets once a month to engage in the following activities: Review baseline data used to drive instruction and progress monitoring to ensure mastery of the grade level benchmarks in reading.

- The **administrative team** is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing PMRN, ensures implementation of intervention support, ensures adequate professional development is provided to support PMRN and communicates with outside stakeholders regarding PMRN.
- **Reading Coach**
Oversee and create data report from the PMRN, Achieve 3000 on students and evaluate data to collaborate with LLT and other stakeholders to identify appropriate, evidence-based intervention strategies. As well as, assist with design and delivery of professional development relative to implementation of effective reading strategies.
- **Reading teachers** will meet monthly to look at PMRN, Achieve 3000 data and progress monitoring through assessments data to determine success and continuous concerns. Data is disaggregated to determine student needs and success.

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

Increase the percentage of students' reading level not reaching the proficiency level in all subgroup by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a. 1. Background Knowledge	1a. 1. Use data from FAIR, classroom diagnostics, and teacher made assessments.	1a. 1. Administrative Team, Literacy Coach Guidance	1a. 1. Report card grades, FAIR scores classroom diagnostics and teacher made assessments. Program assistant such as Data Director, USA Test Prep, Possibly Achieve 3000.	1a. 1. FAIR Report Cards FCAT Explorer FCAT Scores
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Scholar data is not readily available due to our school having a high mobility rate.				
In 2013, 25% of all matched curriculum 9 th and 10 th grade scholars will achieve proficiency (level 3) as measured by the 2012 FCAT 2.0 Reading test. This reflects an 8% increase over the 2012 FCAT Reading test scores.	17% (87)	25% (203)					
			1a.2 Limited exposure to non-fiction text. Informational text	1a.2. Implement Junior Great Books curriculum and AVID Weekly texts.	1a.2. Reading Teachers, APC, Literacy Coach, Professional Learning Community Leaders Administrative Team	1a.2. AVID Wicor Strategies School-wide implementation of AVID FAIR, Data for groups, Various progress monitoring tools including classroom assessments.	1a.2. Report cards FAIR data FCAT scores
			1a.3	1a.3	1a.3	1a.3	1a.3

			Lack of consistent rigor in general and honors classes. Reading in the content area	Teachers will provide clear learning goals and rubrics, track student progress and implementation of Webb's DOK	Administrative Team Literacy Coach	Monitoring of progress toward the reading goals	Appropriate benchmark assessment; classroom observation tools; various classroom assessments
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. Student Motivation	1b.1. Students will be placed in pullout advanced reading programs based on their needs.	1b.1. Reading Teachers, Reading Coach, APC	1b.1. FAIR Data for groups, data from pullout advanced reading courses	1b.1. Classroom observation tools, various classroom assessments, and appropriate benchmark
Reading Goal #1b: In 2013, 25% of all matched curriculum 9 th and 10 th grade scholars will achieve above proficiency (Level 4 and 5) as measured by the 2012 FCAT Reading test. This reflects a 2% increase over the 2012 FCAT Reading test scores	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17% (87)	25% (203)					
			1b.2. Reading in the content area	1b.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1b.2. Principal/Assistant Principals	1b.2. Monitoring of progress toward the reading goals	1b.2. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
			1b.3. Scholar data is not readily available due to our school having a high mobility rate. Background Knowledge	1b.3. Reading , Social Studies & Language Art teachers will use FAIR,	1b.3. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	1b.3. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan , progress monitoring data for groups to show growth	1b.3. FAIR Classroom assessments FCAT Explorer
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 and 5 in reading.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Increasing the level or rigor in all honor classes.	Provide time for teachers to collaborate and plan lessons/units that are rigorous and relevant.	Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach, Literacy Coach Professional Learning Community Leaders	Administrative review of posted lesson plans Attend PLC meetings Instructional Rounds that will showcase best practices	FAIR Report cards grades SAT and ACT scores Classroom projects and other artifacts FCAT Explorer
On the 2013 FCAT 2.0 30% of the scholars in grades 9-10 will score at level 3 or 4 in reading. The students in this category according to FAIR/FCAT data the area of need improvement is research and reference.	23% (121)	30% (208)	Background Knowledge	Reading , Social Studies & Language Art teachers will use FAIR, data to determine needs and weaknesses and group students accordingly		Lesson Plan monitoring, Classroom observations,	
			2a.2	2a.2	2a.2	2a.2	2a.2
			Reading in the content area	Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	Principal/Assistant Principal	Monitoring of progress toward the reading goals	Appropriate benchmark assessment; classroom observation tools; various classroom assessments
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b. 1.	2b. 1.	2b. 1.	2b. 1.	2b. 1.
Reading Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Background Knowledge	Reading , Social Studies & Language Art teachers will use FAIR, Teachers' learning goals and rubrics	Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan	FAIR Report card grades FCAT Explorer
In 2013, 30% of all matched curriculum	23%(121)	30% (208)					
In grades 9-10 will achieve above proficiency (level 4 and 5) as measured by the 2013 FCAT Reading test. This							

reflects a 2% increase over the 2012 FCAT Reading test scores							
			2b.2. Consistent professional development in the areas of critical thinking. Webb's DOK and questioning skills.	2b.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	2b.2. Principal/Assistant Principal, APC Literacy Coach Professional Learning Community Leaders	2b.2. Administrative review of posted lesson plans Attend PLC meetings Instructional Rounds that will showcase best practices Monitoring of progress toward the reading goals	2b.2. Report card grades SAT and ACT scores Classroom projects and other artifacts Appropriate benchmark assessment; classroom observation tools; various classroom assessments
			2b.3. Time for vertical and curriculum specific collaboration	2b.3. Build in half day sessions and monthly collaboration after school where teachers can collaborate and learn from each other PC	2b.3. Principal Reading Teachers, Reading Coach, APC	2b.3. FAIR, Administrative review of posted lesson plans. Data for groups, data from courses	2b.3. Report card grades SAT and ACT scores Classroom projects and other artifacts
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. Background Knowledge	3a.1. Reading , Social Studies & Language Art teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	3a.1. Principal, Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	3a.1. Instructional focus calendar Literacy retreat agendas Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses	3a.1. FAIR FCAT Explorer Teacher developed instructional materials
Reading Goal #3a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013, 25% of all matched curriculum, grades 9-10 achieve learning gains as measured by the 2012 FCAT 2.0 Reading test. This reflects a 2%	23% (121)	25% (203)	Time for literacy coach, English teachers, administrators and other stakeholders to collaborate.				

increase over the 2011 FCAT 2.0 Reading test scores.							
			3a.2. Scholar awareness of test specifications Student Motivation	3a.2. Students will be placed in pullout advanced reading programs based on their needs. Data chats and test specifications reviewed with all scholars	3a.2. Reading Teachers, Reading Coach, APC Principal English Teachers	3a.2. Informal surveys Lesson plans and feedback	3a.2. Instructional Rounds Lesson plan reviews
			3a.3 Reading in the content area	3a.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	3a.3. Principal/Assistant Principals	3a.3. Monitoring of progress toward the reading goals	3a.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: The percentage of identified students proficient in reading will increase by least 8% as evidenced by performance on the FAA.			3b.1. Scholar awareness of test specifications	3b.1. Reading , Social Studies & Language Art teachers will use FAIR,	3b.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	3b.1. FCAT Chats Teach Data USA Test Prep Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	3b.1. FAIR FCAT Explorer Report cards
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.

		Student Motivation	Students will be placed in pullout advanced reading programs based on their needs.	Reading Teachers, Reading Coach, APC	FAIR Data for groups, data from pullout advanced reading courses	Informal class records between teachers and students
		3b.3 Reading in the content area	3b.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	3b.3. Principal/Assistant Principal	3b.3. Monitoring of progress toward the reading goals	3b.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
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
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.		4a.1. Attendance	4a.1. Assigned specific teachers/administrators /counselors as mentors for scholars who meet his criteria. Progress Monitoring Focus on additional reading and analysis assignments in SS courses	4a.1. Principal, APC Administrative Team, CLT Teachers, Reading Coach,	4a.1. Anecdotal records from meetings Informal surveys Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	4a.1. FAIR FCAT Explorer Informal surveys Report card grades Progress monitoring data
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Background Knowledge			
On the 2013, FCAT 2.0 50% of the students in the lowest 25% will make learning gains in reading. The students in this category according to FAIR/FCAT data the area of need improvement is research and reference.	46% (65)	50% (75)				
		4a.2. Opportunities for parent training/involvement	4a.2. Schedule parent meetings at various times during the day to meet the needs of all parents. Parent	4a.2. Principal APC Literacy Coach	4a.2. Meeting agendas Parent feedback forms	4a.2. Parent feedback forms and satisfaction surveys

			conferences, more parent involvement activities				
		4a.3. Reading in the content area	4a.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	4a.3. Principal/Assistant Principal Reading Coach	4a.3. Monitoring of progress toward the reading goals	4a.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5a. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 87% ≥ level 3	75 % ≥ 3 AMO Target 88% NO	AMO Target 89%	AMO Target 90%	AMO Target 91%	AMO Target 92%	AMO Target 93%
<u>Reading Goal #5A:</u> Base on the criteria to reduce the achievement gap by 2016-2017, Rickards students will reach proficiency or above proficiency in reading at our target number of 93% of the students in six years.							
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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5b.1. Curriculum materials for effective reading intervention	5b.1. Create instructional materials that are aligned to scholar needs and national standards	5b.1. Administrative Literacy Coach	5b.1. Lesson Plan monitoring, Classroom observations, lists of groupings Material review Progress monitoring	5b.1. Lesson plan reviews	
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

On the 2013 FCAT 2.0, the percentage of students in the all subgroups not making progress in reading will decrease by 5%.	White: 20%(156)	White: 15%(117)					
	Black: 50% (71)	Black: 45%(64)					
	Hispanic: 23% (11)	Hispanic: 18%(9)					
	Asian: 23% (11)	Asian: 18%(9)					
			5b.2. Limited readiness and motivation for identified scholars	5b.2. Extend the school day via the 21 st Century Program. Provide Saturday and Summer experiences for scholars	5b.2. Administration GEAR UP Coach	5b.2. Weekly review of scholar data including academic, attendance and disciplinary records	5b.2. Educator’s Handbook Parent Portal Genesis reports
			5b.3. Reading in the content area	5b.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5b.3. Principal/Assistant Principal	5b.3. Monitoring of progress toward the reading goals	5b.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
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. Background Knowledge	5c.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	5c.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	5c.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	5c.1. FAIR FCAT Explorer
Reading Goal #5C: On the 2013 FCAT of all matched curriculum 9 th and 10 th grade scholars will achieve proficiency (Level 3) as measured by the 2012 FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available	Data not available					

Reading Test			5c.2. Student Motivation	5c.2. Students will be placed in pullout recovery reading programs based on their needs.	5c.2. Reading Teachers, Reading Coach, APC	5c.2. Data from pullout recovery reading courses	5c.2. Appropriate benchmark
			5c.3. Reading in the content area	5c.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5c.3. Principal/Assistant Principal	5c.3. Monitoring of progress toward the reading goals	5c.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
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. Background Knowledge	5d.1. Use real world examples to enhance background knowledge in teacher directed small group. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	5d.1. Administrative Team, ESE Teachers, Reading , Social Studies & Language Art Teachers, Reading Coach,	5d.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth. Review student data weekly.	5d.1. FAIR Achieve 3000 FCAT Explorer
Reading Goal #5D: On the 2013 FCAT 2.0, the percentage of scholars in the SWD subgroup not making progress in reading will decrease by 5%.	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
			5d.2. Student Motivation	5d.2. Students will be placed in pullout recovery reading programs based on their needs.	5d.2. Reading Teachers, Reading Coach, APC	5d.2. FAIR Data for groups, data from pullout recovery reading courses	5d.2. Appropriate benchmark assessment
			5d.3. Reading in the content	5d.3. Teachers will provide clear learning goals	5d.3. Principal/Assistant Principal	5d.3. Monitoring of progress toward the reading goals	5d.3. Appropriate benchmark assessment; classroom observation

		area	and rubrics, track student progress and celebrate success in reading for the content areas.			tools; various classroom assessments
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. <i>Reading Goal #5E:</i> On the 2013 FCAT 2.0, the percentage of students in the Economically Disadvantaged Sub group not making progress in reading will decrease by 5%.	<u>2012 Current Level of Performance:*</u> 76%(302)	<u>2013 Expected Level of Performance:*</u> 71% (295)	5e.1. Background Knowledge 5e.1. Use real world examples to enhance background knowledge in teacher directed small group. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	5e.1. Administrative Team, ESE Teachers, Reading , Social Studies & Language Art Teachers, Reading Coach,	5e.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth. Review student data weekly.	5e.1. FAIR Report cards
			5e.2. Student Motivation 5e.2. Students will be placed in pullout recovery reading programs based on their needs.	5e.2. Reading Teachers, Reading Coach, APC	5e.2. FAIR Data for groups, data from pullout recovery reading courses	5e.2. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
			5e.3. Reading in the content area 5e.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5e.3. Principal/Assistant Principal	5e.3. Monitoring of progress toward the reading goals	5e.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb's Depth of Knowledge Data Analysis	9-12 all subjects	Literacy Coach Curriculum Team Leaders (CLT)	Instructional Staff by Department All, 9-12 grade teachers	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. Instructional rounds, and Lesson Plan Reviews	Administrative Team Reading Coach
Shared inquiry	English, Science, and Social Sciences	Content Area Coaches and Outside Consultants	9-12 grade English, Science and Social Sciences teachers	Monthly	Instructional Rounds Lesson Plan Reviews	Administration Literacy Coach
SpringBoard, IB and AP Training	English, SS, Science and Mathematics	Outside Consultants	9-12 grade English, Science, SS, and Mathematics teachers	Ongoing	Instructional Rounds Lesson Plan Reviews	Administration Content area coaches
Developing appropriate rubrics	9-12	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

Reading 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
Shared inquiry methodology	Consultant	Title II	15,000.00
SpringBoard, AP and IB training	Consultant & travel	Title II and TEC	\$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Data Analysis	Data Director Web Based Program	District Training	\$0.00
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
			Subtotal: 25,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Amount
Developing appropriate rubrics and learning goals	Facilitator; time for planning and collaboration	School-based Professional Learning Dollars	\$.00
			Subtotal: \$25,000.00
			Total: \$25,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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. Speaking and understanding very little of the English language	1.1. When speaking with ELL students, use familiar words, avoid long words, and limit the length of sentences. Assist students in understanding complex concepts and skills by presenting clear illustrations, using gestures, and demonstrating concrete example	1.1. ELL Coordinator, & APC	1.1. Student Survey of LCS Student Registration Form Results of the IPT	1.1. IPT Oral Test
CELLA Goal #1:	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as indicated by performance on CELLA.	68% (3)					
		1.2. Limited allocation of resources	1.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	1.2. ELL Coordinator, & APC	1.2. Parent /School/Community Connections	1.2. LCS Volunteer Application
Students read in English at grade level text 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
2. Students scoring proficient in Reading.		2.1. Limited reading skills in the English language.	2.1. Make sure the student information and materials are printed clearly, not	2.1. ELL Coordinator, & APC	2.1. Student Survey of LCS Student Registration Form Results of the IPT	2.1. IPT Reading Test, if the student passed the IPT Oral Test
CELLA Goal #2:	<u>2012 Current Percent of Students Proficient in Reading :</u>					
The percentage of ELL						

students proficient in reading will increase by at least 1% as indicated by performance on CELLA.	68% (3)		handwritten or poorly copied. Check for content comprehension with learning logs, strip stories, dialogue journals, cloze exercises, drama/role play, experiments, reading logs, and illustrations.			
		2.2. Limited allocation of resources	2.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	2.2. ELL Coordinator, & APC	2.2. Parent /School/Community Connections	2.2. LCS Volunteer Application
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.		3.1. Limited writing skills in the English language.	3.1. Allow the student to use his/her native language especially when doing writing assignments or to clarify meaning with an individual proficient in his/her language.	3.1. ELL Coordinator, & APC	3.1. Student Survey of LCS Student Registration Form Results of the IPT	3.1. IPT Writing Test, if the student passed the IPT Oral Test
<u>CELLA Goal #3:</u> The percentage of ELL students proficient in writing will increase by at least 1% as indicated by performance on CELLA.	<u>2012 Current Percent of Students Proficient in Writing :</u> 68% (3)					
		3.2. Limited allocation of resources	3.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	3.2. ELL Coordinator, & APC	3.2. Parent /School/Community Connections	3.2. LCS Volunteer Application

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
ESOL Program	Checklist for FTE Compliance	School Funds / District Funds	
			Subtotal: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Training	18 hours electives and special areas, 60 hours math, science , social studies and computer literacy, LA, Reading 300 in-service hours	District Funds	
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
			Total: 0.00

End of CELLA Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 50% (35)).

High School Mathematics 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
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Scholar data	1a.1. Use data from Progress Monitoring tools, classroom diagnostics, and teacher made assessments.	1a.1. Mathematics Coach Administrative Team and Math Department Chair Math teachers	1a.1. Reports card grades, Progress Monitoring scores	1a.1. Report cards, Progress Monitoring data, FCAT scores
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 FCAT 2.0 50% of all matched curriculum scholars will achieve proficiency (level 3) as measured by the 2012 Algebra 1 End of Course Exam. This reflects a 10% increase over the 2011 FCAT Mathematics test scores.	23% (47)	33% (60)					
			1a.2. Focused plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	1a.2 Development of a focused plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	1a.2 Administrative Team Math Teachers	1a.2 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks. Work effectively with school, district, and state support staff members to develop a focused plan for instruction.	1a.2 Common assessments aligned with the Next Generation Math Standards Instructional focus calendar, various instructional resources, lesson planning templates and assessments.
			1a.3. Reading in the content area	1a.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1a.3. Principal/Assistant Principals	1a.3. Monitoring of progress toward the reading goals	1a.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Lack of skill and knowledge with new math standards	1b.1. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	1b.1. Administrative Team and Math Department Chair	1b.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	1b.1. Lesson Plans posted on Edline
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 FCAT 2.0 50% of all matched curriculum scholars will achieve	57% (12)	68% (13)					

proficiency (level 3) as measured by the 2012 Algebra 1 End of Course Exam. This reflects a 10% increase over the 2011 FCAT and Mathematics test scores			1b.2. Focus Plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	1b.2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1b.2 Administrative Team and Math Teachers	1b.2 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	1b.2 Common assessments aligned with the Next Generation Math Standards
			1b.3. Reading in the content area	1b.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1b.3. Principal Assistant Principal Teachers	1b.3. Monitoring of progress toward the reading goals	1b.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
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 and 5 in mathematics.			2a.1. Scholar data is not readily available due to our school having a high mobility rate.	2a.1. Use data from Progress Monitoring tools, classroom diagnostics, and teacher made assessments	2a.1. Mathematics Coach Teachers Administrative Team and Math Department Chair	2a.1. Report card grades, Progress Monitoring scores.	2a.1. Report cards Progress Monitoring data FCAT scores
<u>Mathematics Goal #2a:</u> In 2013, 50% of all matched curriculum scholars will achieve proficiency as measured by the 2012 Geometry End of Course Exams	<u>2012 Current Level of Performance:*</u> 37% (97)	<u>2013 Expected Level of Performance:*</u> 40% (100)	Lack of skill and knowledge with new math standards				
			2a.2. Scholar data is not readily available due to	2a.2. Use data from Progress Monitoring tools,	2a.2. Mathematics Coach Guidance	2a.2. Reports card grades, Progress Monitoring scores	2a.2. Report cards Progress Monitoring data

			our school having a high mobility rate.	classroom diagnostics, and teacher made assessments	Administrative Team and Math Teachers		FCAT scores
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Focused plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	2b.1. Development of focused plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	2b.1. Administrative Team and Math Department Chair Principal APC	2b.1. Work effectively with school, district and state support staff members to develop a focused plan of instruction.	2b.1. Instructional focus calendar, various instructional resources, lesson planning templates and assessments
Mathematics Goal #2b: In 2013, 50% of all matched curriculum scholars will achieve proficiency as measured by the 2012 Geometry End of Course Exams	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42% (393)	51% (402)					
			2b.2. Motivation	2b.2. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	2b.2. Administrative Team and Math Teachers	2b.2. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	2b.2. Common assessments aligned with the Next Generation Math Standards
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 mathematics.			3a.1. Scholar data is not readily available due to our school having a high mobility rate.	3a.1. Use data from Progress Monitoring tools, classroom diagnostics, and teacher made assessments.	3a.1. Mathematics Coach Guidance Administrative Team	3a.1. Report card grades, Progress Monitoring scores	3a.1. Report cards Progress Monitoring data FCAT scores
Mathematics Goal #3a: In 2013, 51% of all matched curriculum 9 th and 10 th grade scholars will achieve learning gains as measured by the 2012 FCAT 2.0 Reading Test. This reflects a 2% increase over the 2011 FCAT 2.0 Reading Test Scores.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45% (276)	51% (350)					
			3a.2. Focused plan for instruction, assessment and	3a.2. Development of a focused plan for instruction, assessment and	3a.2. Principal APC Mathematics Coach	3a.2. Work effectively with school, district and state support staff members to develop a focused	3a.2. Instructional focus calendar, various instructional resources,

			maintenance of the benchmarks using the Continuous Improvement Model	maintenance of the benchmarks using the Continuous Improvement Model		plan of instruction.	lesson planning templates and assessments.
			3a.3. Motivation	3a.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	3a.3. Administrative Team and Math Teachers	3a.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	3a.3. Common assessments aligned with the Next Generation Math Standards
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Time constraints	3b.1. Utilize technology to enhance the implementation of differentiated instruction.	3b.1. Administrative Team and Math Teachers	3b.1. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	3b.1. Pearson SuccessMaker
<u>Mathematics Goal #3b:</u> The percentage of identified students proficient in math will increase by least 5% as evidenced by performance on the FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55%	60% (12)					
			3b.2. Lack of skill and knowledge with new math standards	3b.2. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	3b.2. Administrative Team and Math Department Chair	3b.2. Lesson plans checked by administration and classroom walk through made by the leadership team.	3b.2. Lesson Plans posted on Edline
			3b.3. Motivation	3b.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence	3b.3. Administrative Team and Math Teachers	3b.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	3b.3. Common assessments aligned with the Next Generation Math Standards

			based interventions to meet the students' need.				
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
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Scholar data is not readily available due to our school having a high mobility rate.	4a.1. Use data from Progress Monitoring tools, classroom diagnostics, and teacher made assessments.	4a.1. Mathematics Coach Guidance Administrative Team and Math Department Chair	4a.1. Lesson plans checked by administration and classroom walk through made by the leadership team. Principal APC Mathematics Coach	4a.1. Report cards Progress Monitoring data FCAT scores
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 FCAT 2.0 50% of the students in the Lowest 25% will make learning gains in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	46% (65)	50% (75)	Lack of skill and knowledge with new math standards				
			4a.2. Focused plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	4a.2. Development of focused plan for instruction, assessment and maintenance of the benchmarks using the Continuous Improvement Model	4a.2. Principal APC Mathematics Coach	4a.2. Work effectively with school, district and state support staff members to develop a focused plan of instruction.	4a.2. Instructional focus calendar, various instructional resources, lesson planning templates and assessments
			4a.3. Motivation	4a.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	4a.3. Administrative Team and Math Teachers	4a.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	4a.3. Common assessments aligned with the Next Generation Math Standards

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5a. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 77 % \geq 3		77% \geq 3 AMO Target 89% NO	AMO Target 90%	AMO Target 91%	AMO Target 92%	AMO Target 93%	AMO Target 94%
	Mathematics Goal #5A: Base on the criteria to reduce the achievement gap by 2016-2017, James S. Rickards students will reach proficiency or above proficiency in math at our target number of 94% of the students in six years.							
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	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: On the 2013 FCAT 2.0, the percentage of students in the all subgroups not making progress in math will decrease by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5b.1 Lack of skill and knowledge with new math standards	5b.1 Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5b.1 Administrative Team and Math Department Chair	5b.1 Lesson plans checked by administration and classroom walk through made by the leadership team.	5b.1 Lesson Plans posted on Edline	
	White: 19%(145) Black: 49%(69) Hispanic: 40%(19) Asian: 14%(4)	White: 14%(106) Black: 44%(62) Hispanic: 35%(17) Asian: 9%(3)						
			5b.2. Time constraints	5b.2. Utilize technology to enhance the implementation of differentiated instruction.	5b.2. Administrative Team and Math Teachers	5b.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	5b.2. Pearson SuccessMaker	
			5b.3.	5b.3.	5b.3.	5b.3.	5b.3.	

			Motivation	For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	Administrative Team and Math Teachers	Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	Common assessments aligned with the Next Generation Math Standards
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 mathematics.			5c.1 Lack of skill and knowledge with new math standards	5c.1 Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5c.1 Administrative Team and Math Department Chair	5c.1 Lesson plans checked by administration and classroom walk through made by the leadership team.	5c.1 Lesson Plans posted on Edline
<u>Mathematics Goal #5C:</u> On the 2013 FCAT 2.0, the percentage of students in the ELL subgroup not making progress in math will decrease by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31% (4)	26% (3)					
			5c.2. Time constraints	5c.2. Utilize technology to enhance the implementation of differentiated instruction.	5c.2. Administrative Team and Math Teachers	5c.2. Report from Pearson Success Maker reviewed by math teachers and administrators to determine effective progress toward goal	5c.2. Pearson SuccessMaker
		5c.3. Motivation	5c.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	5c.3. Administrative Team and Math Teachers	5c.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5c.3. Common assessments aligned with the Next Generation Math Standards	
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 mathematics.			5d.1 Lack of skill and	5d.1 Implement school wide	5d.1 Administrative	5d.1 Lesson plans checked by	5d.1 Lesson Plans posted on Pin

Mathematics Goal #5D: On the 2013 FCAT 2.0, the percentage of students in the SWD subgroup not making progress in math will decrease by 5%.	2012 Current Level of Performance:* 95% (71)	2013 Expected Level of Performance:* 90% (66)	knowledge with new math standards	pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	Team and Math Department Chair	administration and classroom walk through made by the leadership team.	Point
			5d.2. Time constraints	5d.2. Utilize technology to enhance the implementation of differentiated instruction.	5d.2. Administrative Team and Math Teachers	5d.2. Report from progress report reviewed by math teachers and administrators to determine effective progress toward goal	5d.2. Report cards
			5d.3. Motivation	5d.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	5d.3. Administrative Team and Math Teachers	5d.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5d.3. Common assessments aligned with the Next Generation Math Standards
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 mathematics.			5e.1 Lack of skill and knowledge with new math standards	5e.1 Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5e.1 Administrative Team and Math Department Chair	5e.1 Lesson plans checked by administration and classroom walk through made by the leadership team.	5e.1 Lesson Plans posted on Edline
Mathematics Goal #5E: On the 2013 FCAT 2.0, the percentage of scholars in the Economically Disadvantaged subgroup not making progress in math will decrease by 5%.	2012 Current Level of Performance:* 76% (302)	2013 Expected Level of Performance:* 71% (295)	knowledge with new math standards	pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	Team and Math Department Chair	administration and classroom walk through made by the leadership team.	Point
			5e.2. Time constraints	5e.2. Utilize technology to enhance the	5e.2. Administrative Team and Math	5e.2. Report from Pearson SuccessMaker reviewed by	5e.2. Pearson Success Maker

			implementation of differentiated instruction.	Teachers	math teachers and administrators to determine effective progress toward goal	
		5e.3. Motivation	5e.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	5e.3. Administrative Team and Math Teachers	5e.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5e.3. Common assessments aligned with the Next Generation Math Standards

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 50% (35)).

Algebra 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.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: In 2013, 40% of all scholars will achieve proficiency as measured by the 2013 Algebra End of Course Exams	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1. Students lack of basic mathematical skills Students entering a LCS Algebra 1 classroom from other counties or private schools on different pacing guides. Lack of skill and knowledge with new math standards	1.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1.1. Administrative Team and Math Teachers	1.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	1.1. Common assessments aligned with the Next Generation Math Standards
	37% (97)	40% (103)					
			1.2. Lack of skill and knowledge with new	1.2. Implement school wide pacing guide and focus	1.2. Administrative Team and Math	1.2. Lesson plans checked by administration and	1.2. Lesson Plans posted on Edline

		math standards	calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	Department Chair	classroom walk through made by the leadership team.	
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 Algebra.		2.1. Students entering a LCS Algebra 1 classroom from other counties or private schools on different pacing guides.	2.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	2.1. Administrative Team and Math Teachers	2.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	2.1. Common assessments aligned with the Next Generation Math Standards
Algebra Goal #2: The percentage of identified scholars proficient in Algebra 1 will increase by least 5% as evidenced by performance on the Algebra 1 EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	50% (3)	55% (10)				
		2.2. Lack of skill and knowledge with new math standards	2.2. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	2.2. Administrative Team and Math Department Chair	2.2. Lesson plans checked by administration and classroom walk through made by the leadership team.	2.2. Lesson Plans posted on Pin Point. Report cards
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011		AMO Target 88%	90%	88%	90%	92%	94%
<u>Algebra Goal #3A:</u> The percentage of identified scholars proficient in Algebra 1 will increase by least 1% as evidenced by performance on the Algebra 1 EOC.								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			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 Algebra.			3B.1. Lack of skill and knowledge with new math standards	3B.1. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	3B.1. Administrative Team and Math Department Chair	3B.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	3B.1. Lesson Plans posted on Pin Point. Report cards	
<u>Algebra Goal #3B:</u> The percentage of identified scholars proficient in Algebra 1 will increase by least 5% as evidenced by performance on the Algebra 1 EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:44 (8) Black: 67 (145) Hispanic: N/A Asian: N/A American Indian:	White: 49 (20) Black: 75 (200) Hispanic: N/A Asian: N/A American Indian:	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.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	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			3C.1. Students entering a LCS Algebra 1 classroom from other counties or	3C.1. Teachers will match and provide differentiated instruction & evidence based interventions to	3C.1. Administrative Team and Math Teachers	3C.1. Lesson plans checked by administration and classroom walk through made by the leadership	3C.1. Lesson Plans posted on Pin Point. Report cards	
<u>Algebra Goal #3C:</u> The percentage of identified	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						

scholars proficient in Algebra 1 will increase by least 5% as evidenced by performance on the Algebra 1 EOC.	Data not available.	40%.	private schools on different pacing guides.	meet the students' need.		team.	
			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.			3D.1. Students entering a LCS Algebra 1 classroom from other counties or private schools on different pacing guides.	3D.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	3D.1. Administrative Team and Math Teachers	3D.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	3D.1. Lesson Plans posted on Pin Point. Report cards
Algebra Goal #3D: The percentage of identified scholars proficient in Algebra 1 will increase by least 5% as evidenced by performance on the Algebra 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	94% (30)	99% (38)					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			3E.1.	3E.1	3E.1.	3E.1	3E.1.
Algebra Goal #3E: The percentage of identified scholars proficient in Algebra 1 will increase by least 5% as evidenced by performance on the Algebra 1 EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students entering a LCS Algebra 1 classroom from other counties or private schools on different pacing guides.	Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	Administrative Team and Math Teachers	Lesson plans checked by administration and classroom walk through made by the leadership team.	Lesson Plans posted on Pin Point. Report cards
	67% (130).	72% (145)					
				3E.2.	3E.2	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

End of Algebra EOC Goals

Geometry End-of-Course Goals

* 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. Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	1.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1.1. Administrative Team and Math Teachers	1.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	1.1. Common assessments aligned with the Next Generation Math Standards
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on the Geometry EOC	14% (38)	20% (45)					
			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. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	2.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need	2.1. Administrative Team and Math Teachers	2.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	2.1. Common assessments aligned with the Next Generation Math Standards
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on the Geometry 1 EOC	14% (38)	20% (50)					

			2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
<u>Geometry Goal #3A:</u> The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on the Geometry 1 EOC								
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			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 Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	3B.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need	3B.1. Administrative Team and Math Teachers	3B.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	3B.1. Common assessments aligned with the Next Generation Math Standards	
<u>Geometry Goal #3B:</u> The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on the Geometry EOC	<u>2012 Current Level of Performance:*</u> White: 44(8) Black: 67 (145) Hispanic: N/A Asian: N/A American Indian:	<u>2013 Expected Level of Performance:*</u> White: 50 (12) Black: 75 (156) Hispanic: 10(2) Asian: 10 (2) American Indian:						

			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	3C.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need	3C.1. Administrative Team and Math Teachers	3C.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks	3C.1. Common assessments aligned with the Next Generation Math Standards
<u>Geometry Goal #3C:</u> The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on the Geometry EOC	<u>2012 Current Level of Performance:*</u> Data not available	<u>2013 Expected Level of Performance:*</u> 20% (5)					
			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 Geometry.			3D.1. Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	3D.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need	3D.1. Administrative Team and Math Teachers	3D.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks	3D.1. Common assessments aligned with the Next Generation Math Standards
<u>Geometry Goal #3D:</u> The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on	<u>2012 Current Level of Performance:*</u> 75% (18)	<u>2013 Expected Level of Performance:*</u> 80% (25)					

the Geometry EOC							
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	3E.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need	3E.1. Administrative Team and Math Teachers	3E.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks	3E.1. Common assessments aligned with the Next Generation Math Standards
Geometry Goal #3E: The percentage of identified scholars proficient in Geometry will increase by least 5% at the Top Third as evidenced by performance on the Geometry EOC	2012 Current	2013					
	Level of Performance :*	Expected Level of Performance :*					
	54% (85)	59% (92)					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.

		3E.3	3E.3	3E.3	3E.3	3E.3
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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra, Geometry and AP Mathematics Training	All	Consultants	All JSRHS Faculty members	Ongoing	Lesson plan reviews, Instructional Rounds	Administrative Team Mathematics Coach
Webb’s Depth of Knowledge	All	Principal, district and state trainers	All JSRHS Faculty members	Ongoing	Lesson plan reviews, Instructional Rounds	Administrative Team Mathematics Coach

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
Professional development for Algebra I and Geometry teachers	Instructional Materials	District	\$20,000.00
Professional development for mathematics teachers	SpringBoard	State GEAR-Up Grant	\$5,000.00
			Subtotal: \$25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Practice with approved calculators in preparation for the End of Course Exam.	T13OXS Scientific Calculators	Title II and LCS Foundation	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$28,000.00
			Total: \$28,000.00

End of Mathematics Goal

High School Science Goals

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

Biology 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
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1a.1. Reading comprehension in science classrooms	1a.1. SREB Literacy strategies Effective use of labs and project based learning. Inquiry based lessons.	1a.1. Principal APC Science PLC Leader	1a.1. Review of lesson plans Review of classroom and progress monitoring data Instructional rounds	1a.1. Lesson plans CWT data Progress monitoring and classroom data
Science Goal #1: In 2012, 50% of all matched curriculum scholars will achieve proficiency as measured by the 2012 Biology End of Course Exam	2012 Current Level of Performance*	2013 Expected Level of Performance:*					
	49% (306)	55% (352)					
			1b.2. Lack of motivation and the perceived relevance of science to overall success.	1b.2. Incorporate increased opportunities for hands-on activities and labs.	1b.2. Classroom teacher Administration Science Department Chair and teachers	1b.2. Review of lesson plans Review of classroom and progress monitoring data Instructional rounds	1b.2. Lesson plans CWT data Progress monitoring and classroom data
			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:			2a.1. Anticipated Barriers	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 and 5 in science.			Students entering a LCS Biology 1 classroom from other counties or private schools on different pacing guides.	2a.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need	2a.1. Administrative Team and Math Teachers	2a.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	2a.1. Common assessments aligned with the Next Generation Math Standards
<u>Science Goal #2a:</u>	<u>2012 Expected Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified scholars proficient in Biology 1 will increase by least 5% in the Top Third as evidenced by performance on the Biology 1 End of Course Exam	34% (100)	39% (108)					
2b.1.	2a.2.	2a.2.					
			2a.3.	2a.3.	2a.3.	2a.3.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1 Students entering a LCS Biology 1 classroom from other counties or private schools on different pacing guides.	2b.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need	2.1. Administrative Team and Math Teachers	2b.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	2b.1. Common assessments aligned with the Next Generation Math Standards
<u>Science Goal #2b:</u>	<u>2012 Expected Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified scholars proficient in Biology 1 will increase by	43% (3)	48% (8)					

least 5% in the Top Third as evidenced by performance on the Biology 1 End of Course Exam		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3

End of High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology 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.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1.1. Students entering a LCS Biology 1 classroom from other counties or private schools on different pacing guides.	1.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need.	1.1. Administrative Team and Math Teachers	1.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	1.1. Common assessments aligned with the Next Generation Math Standards
The percentage of identified scholars proficient in Biology 1 will increase by least 5% in the Top Third as evidenced by performance on the Biology 1 End of Course Exam	27% (81)	32% (90)					
			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. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	2.1. Students entering a LCS Biology 1 classroom from other counties or private schools on different pacing guides.	2.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need	2.1. Administrative Team and Math Teachers	2.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	2.1. Common assessments aligned with the Next Generation Math Standards
The percentage of identified scholars proficient in Biology 1 will increase by least 5% in the Top Third as evidenced by performance on the Biology	* _____	* _____					
	34% (100)	39% (115)					

1 End of Course Exam							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bioscopes, Lesson Study and other science related training	9-12 grade science teachers	Science teachers	Biology 9-12 grades	Monthly meetings and targeted times during the school year	On-going meetings, lesson plan reviews, instructional rounds	School administration Science department chair

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
Implement new science curriculum in biology	Textbook and training	District textbook funds	\$11,000.00
			Subtotal: \$11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal: 11,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SREB Training			
Subtotal: 11,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$11,000.00			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Implementing with fidelity a whole school approach to the writing process.	1a.1. Develop and effectively implement a focused plan for instruction, assessment and maintenance of writing using the Continuous Improvement Model. SpringBoard Write	1a.1. Principal APC All JSRHS faculty members	1a.1. Utilize resources and support systems developed by JSRHS faculty, district and state staff members. Implement and follow the JSRHS Writing Success Plan. Conduct reviews of all instructional programs to ensure proper training and implementation.	1a.1. Various instructional resources including instructional calendars, lesson plans, instructional rounds, and assessments
Writing Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2013, 85% of all matched curriculum 10 th grade scholars will achieve proficiency (level 3 or higher) as measured by the 2012 FCAT Writing. This reflects a 10% increase over the 2011 FCAT Writing test scores	80% (183)	85% (294)					

			1a.2. Implementing with fidelity a whole school approach to be writing process	1a.2. Disaggregate data from classroom writing assessments to adequately identify the needs for tutoring and scholar workshops.	1a.2. Principal English PLC Leader Literacy Coach	1a.2. Conduct review of data and scholar writing samples	1a.2. Various instructional resources including instructional calendars, lesson plans, instructional rounds, and assessments.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Implementing with fidelity a whole school approach to the writing process	1b.1. Disaggregate data from classroom writing assessments to adequately identify the needs for tutoring and scholar workshops.	1b.1. Principal English PLC Leader Literacy Coach	1b.1. Conduct reviews of data and scholar writing samples	1b.1. Various instructional resources including instructional calendars, lesson plans, instructional rounds, and assessments
Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20% (60)	50% (120)					
			1b.2. Implementing with fidelity a whole school approach to the writing process	1b.2. Disaggregate data from classroom writing assessments to adequately identify the needs for tutoring and scholar workshops	1b.2. Principal English PLC Leader Literacy Coach	1b.2. Conduct review of data and scholar writing samples	1b.2. Various instructional resources including instructional calendars, lesson plans, instructional rounds, and assessments.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Literacy SREB High Schools that Work	All	Principal	All JSRHS Faculty members	On-going	Lesson plan reviews, Instructional rounds	Administrative Team
Webb's Depth of knowledge	All	Principal	All JSRHS Faculty members	On-going	Lesson plan reviews, Instructional rounds	Administrative Team
Writes Upon Request and Common Core Standards Training	All English	Connie Pander and Ivy Watkins	All English teachers	On-going	Lesson plan reviews, Instructional rounds	Administrative Team

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
FCAT Writing	District developed resources	NA	0.00
			Subtotal: 2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Rick Shelton	Consultant and materials	Title II	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$2,000.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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
1. Attendance			1.1. Consistently completing the daily attendance process.	1.1. Professional development and follow-up regarding the school and district attendance processes	1.1. Principal APC-Attendance	1.1. Daily review of attendance records Administration attends all parent/teacher conferences APA and other administrative team members review and meet with scholars and the parents of scholars who have attendance challenges.	1.1. Daily emails of attendance Phone calls, emails, and conference notes.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The daily attendance rate will be increased to 93% during the 2011/2012 school year.	92%	93%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	30%	29%					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
35%	30%						
			1.2. Parental contact information in full of errors	1.2. Gather current numbers and address information.	1.2. Principal APC-Attendance	1.2. Cross reference parental contacts	1.2. Red Schoolhouse reviews of information
			1.3.	1.3.	1.3.	1.3.	1.3.

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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Genesis Blue School House Training for new teachers	9-12	Tech contact and APA for attendance	All new teachers and others as necessary	Pre-planning and on-going	Administrative review of daily attendance reports	School administration

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: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Quarterly training regarding the school's attendance policy	PPT, Red Schoolhouse	NA	NA
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
			Total: 0.00

End of Attendance Goals

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. Consistency of the implementation of the school’s discipline plan.	1.1. All JSRSH Raider Team members attended and discussed the strategies presented during the 2010/2011 Dr. A. Brown’s seminar. Provide monthly staff development regarding positive discipline strategies. Present monthly training regarding building positive and productive relationship with scholars Plan for funding regarding Challenge Days 2012-2013.	1.1. Principal APC APA All JSHS Raider Team faculty	1.1. Weekly Educator’s Handbook data reviews	1.1. Reduced referral rates Climate Survey information Informal survey information
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The number of scholar referrals will decrease by at least 5% during the 2012-2013 School Year.	118	100					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	118	100					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	181	150					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
			0.00
			Total: 0.00

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 GOALS(S)			Problem-solving Process to Dropout Prevention				
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. Dropout Prevention *Please refer to the percentage of students who dropped out during the 2010-2011 school year.			1.1. Scholars are not well informed of the requirements for promotion and graduation.	1.1. Classes level assemblies. Parents meetings. Posters and flyers reminding scholars of requirements. College and Career Center expansion. Enhanced partnership with colleges, universities and vocational technical schools.	1.1. Principal APC APAs Graduation Coach Counselors GEAR-UP Coordinator	1.1. Meeting agendas, sign in sheets, counseling records, advisor/advisee curriculum	1.1. Increased graduation rate, Informal satisfaction surveys.
Dropout Prevention Goal #1: Increase the graduation rate by 2%.	2011 Current Dropout Rate*	2013 Expected Number of In-School Suspensions					
	0.2%	0.1%					
	2011 Current Graduation	2012 Expected Graduation Rate*					
	81%	83%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

Dropout Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See strategies for reading, mathematics, science, writing and attendance						

Dropout 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:0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
			Total: 0.00

End of Budget Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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 Parent Involvement Goal #1:	1.1. Knowledge of activities	1.1. Increase number of	1.1. Principal	1.1. Meeting sign-in sheets	1.1. Climate and satisfaction

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		and opportunities at the high school level. Communication will be sent in the following methods: ListServ, School Website, e-mails, announcements, advertisement. Knowledge of graduation requirements for each specific grade level	parents who are listserv members. Mail outs describing parent involvement opportunities. Increase parent participation on Grade Level Night Give scholars some kind of credit (as an incentive) for parent(s) attending and participating in school events (e.g. ListServ)	Senior Sponsors Administration Team	Agendas Number of parents who subscribe to our Listserv Meeting Sign-in Sheets Agendas Head-count Sponsors	surveys by event and department
Increase the percentage of parent participation in various activities from 55% to 60% during the 2012-2012 School Year.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	55%	60%				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Total: 0.00			

End of Parent Involvement Goal(s)

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

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

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: Exposure to STEM career fields via CBU work sites, career classes, and guest speakers	1.1. Lack of skills and prior knowledge	1.1. Provide appropriate skill level classes for CBI/ESE special diploma students Exposure to technology programs geared to students with special needs	1.1. Teachers, students, job coaches, paraprofessional, and guidance	1.1. Data collection and review	1.1. Report cards Climate surveys Community Based Vocational Assessment (CBVA)
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.		1.3.	1.3.	1.3.

STEM Professional Development

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

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: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
			Total: 0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: At least 80% of students enrolled in CTE courses will master the standards for CTE courses with at least a 70% passing rate.	1.1. Students' inability to access technology beyond school hours.	1.1. Offer students opportunities through the 21 st Century After-School Program to use technology.	1.1. Administrative Team and CTE Teachers	1.1. Interim Progress Reports and 9-Week Grades	1.1. Final Course Grades
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0.00
			Total: 0.00

End of CTE Goal(s)

Additional Goal(s)

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

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
Additional Goal #1: Advanced Placement and IB Success Rate at least 60% of all students enrolled in 2011-12 AP and/or courses will receive a passing score of 3 or higher on his/her AP exam(s) or a 4 higher on his/her IB exams	1.1. Progress Monitoring AP/IB exams are administered at the close of the school year (May 2013)	1.1. Implement progress check of AP/IB scholar grades at the end of each grading period (Oct 2012, Dec 2012 and February 2012)	1.1. Administration IB Coordinator AP Coordinator AP/IB Teachers	1.1. Teacher recommendations submitted to the Guidance Department regarding scholars who are continually failing to meet course objectives.	1.1. Progress Reports Report Cards AP/IB score reports
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Additional 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.					
Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AP/IB Training	All	Consultants	All	On-going	Administration AP and IB Coordinators

Additional 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: 3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AP and IB Curriculum Training	Consultants and materials	TEC, Title II	\$3,000.00
			Subtotal: 3,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 3,000.00

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$25,000.00
Mathematics Budget	Total: \$28,000.00
Science Budget	Total: \$11,000.00
Writing Budget	Total: \$2,000.00
Attendance Budget	Total: 66,000.00
Suspension Budget	Total: 0.00
Dropout Prevention Budget	Total: 0.00
Parent Involvement Budget	Total: 0.00
Additional Goals	Total: \$3,000.00
Grand Total: \$69,000.00	

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

Describe the projected use of SAC funds.	Amount
IB Psychology Curriculum Needs	\$2,500.00
Additional Curriculum Needs for Retake Scholars	\$3,306.00