# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SCHWETTMAN EDUCATION CENTER

District Name: Pasco

Principal: Randall Koenigsfeld

SAC Chair: Roxana Sanchez

Superintendent: Heather Fiorentino

Date of School Board Approval: November 1, 2012

Last Modified on: 9/6/2012



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

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

### PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

### **ADMINISTRATORS**

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Randall Koenigsfeld	B.A. Math Education,Masters Educational Leadership	8	21	HSEC 2012: Declining HSEC 2011: Declining/AYP No HSEC 2010: Declining/AYP No RHS 2009: D/AYP No RHS 2008: D/AYP No RHS 2007: C/AYP No

### **INSTRUCTIONAL COACHES**

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

Subject Area	Name	 # of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the

			associated school year)
Literacy Coach	ТВА		

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	District guidelines will be followed to recruit and retain highly qualified teachers	Administration	Annual	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Available October 2012	

### Staff Demographics

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

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

Total Numl of Instruction Staff	% of		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
14	7.1%(1)	21.4%(3)	50.0%(7)	28.6%(4)	28.6%(4)	100.0%(14)	28.6%(4)	0.0%(0)	92.9%(13)

### Teacher Mentoring Program/Plan

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

Mentor Name	Mentee	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Sue Grassin	Henry Manzo	Middle School	Classroom management, curriculum development, lesson plan development

### ADDITIONAL REQUIREMENTS

### Coordination and Integration

### Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A	
Title I, Part D	
District utilizes Part D funds to support our academic instruction, credit re	ecovery programs, and parent involvement efforts.
Title II	
N/A	
Title III	
N/A	
Title X- Homeless	
N/A	
Supplemental Academic Instruction (SAI)	
N/A	
Violence Prevention Programs	
N/A	
Nutrition Programs	
N/A	
Housing Programs	
N/A	
Head Start	
N/A	
Adult Education	
N/A	
Career and Technical Education	
N/A	
Job Training	
N/A	
Other	
Strict	

- School Administrator
- General and Special Education Teachers
- Literacy Coach
- School Nurse
- School Psychologist
- School Social Worker
- Behavior Specialist
- Guidance Counselor
- Technology Specialist
- Instructional Assistant for Discipline

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?

- Leadership team uses PS/RtI to drive all functions of the school and to connect all teams collaboratively
- S-BIT: Students are identified by the school-level teams; committee meets weekly
- · Review of Universal Screening data and other pertinent information on students
- Use the problem solving process for problem identification and problem analysis
- Planning for Interventions
- Assessment of RTI implementation progress and integrity of interventions
- Review of Progress Monitoring data.
- Assessment of school staff's practices and skill development
- Development of professional development/technical assistance plan to support RTI implementation.

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

- · Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical RTI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of school-wide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- · Development of processes to ensure intervention fidelity

#### -MTSS Implementation-

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Review of Progress Monitoring data.

- Planning for Interventions.
- Assessment of RtI implementation progress
- Assessment of school staff's skill development (RtI Skills Survey).
- Development of professional development/technical assistance plan to support RtI implementation.
- FAIR, FCAT, EOC exams, point card, Core K-12, and TERMS

Describe the plan to train staff on MTSS.

HSEC will participate in professional development training that will focus on the following:

- Description of data collection processes to assess current staff skills.
- Identification of days available for RtI professional development.
- Content of professional development days based on state model
- Individual professional development plan
- · Resources to conduct professional development
- Resources to provide technical assistance and follow-up/support
- Plan for data collection to evaluate RtI implementation levels
- Ensure plan includes action steps for the development of absent or partially present RtI infrastructure components
- · School based training (including S-BIT)

Describe the plan to support MTSS.

### Literacy Leadership Team (LLT)

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

School Administrator

Literacy Coach

H.S. Team member

M.S. Team member

Vocational Team member

Guidanace Counselor

**Technology Specialist** 

Reading Teacher

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

Meets regularly to perform the following functions:

Review data from assessments

Identify school wide literacy needs

Research/Recommend best practice teaching activities

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

Improve Reading Comprehension and writing skills

### Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

\*Elementary Title I Schools Only: Pre-School Transition

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

N/A

\*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Weekly study groups will review school wide Reading plan. Research based strategies will be demonstrated regularly.

\*High Schools Only

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

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

Weekly high school team meetings discuss integrated curriculum. Team collaborates to implement cross-curriculum projects.

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

Guidance presentations

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

Student placement in college readiness courses. PERT assessment at year end for all juniors and seniors.

### PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

OI IIIIk	novement for the following	g group.					
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:				By June, 2013, the students at reading proficiency will increase by 10% as measured by the FCAT.			
2012	Current Level of Perforn	nance:		2013 Expected	d Level of Performance:		
	(20) of our students score ng. Data Source: Pasco ST	d at Achievement Level 3 i AR	By June 2013, 17% of HSEC students will be proficient in reading.				
	Pr	oblem-Solving Process	to I i	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	It is challenging to implement differentiated instructional strategies in a classroom with varying levels.	professional development in the area of differentiated instruction; increased use of LFS in the classroom	sta	ff and literacy	Walk-Throughs	Teacher Evaluations, lesson plans, formative and summative assessment results	
2							
	on the analysis of studen provement for the following	t achievement data, and re	efer	ence to "Guiding	g Questions", identify and	define areas in need	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.							
Readi	ing Goal #1b:						
2012	Current Level of Perforn	nance:		2013 Expected	d Level of Performance:		

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

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 Strategy

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:

Level 4 in reading.  Reading Goal #2a:				By June, 2013 students scoring Level 4 or Level 5 in reading will increase by 33% as measured by the FCAT.			
2012 Current Level of Performance:				2013 Expected	Level of Performance:		
3% (4) of our students scored at or above Achievement Level 4 in reading. Source: Pasco STAR				By June, 2013 students scoring Level 4 or Level 5 in reading will increase to 4%.			
	Pr	oblem-Solving Process	to I r	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy	1	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Curriculum and scheduling: Advanced courses not available; limited time and follow-up with students for reteaching or to provide remediation for specific areas of reading	Use differentiated teaching strategies with high level readers; implement consistent school wide reading strategies with all students	All i	instructional ff	Data analysis from assessments	FAIR reading, STAR reading	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:

By June, 2013 students making learning gains in reading will increase by 10% as measured by FCAT.

2012 Current Level of Performance:

2013 Expected Level of Performance:

By June 2013, 39% of HSEC students will make learning gains in reading.

By June 2013, 39% of HSEC students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students transition in and out of Schwettman weekly, including up to the FCAT testing period	Ongoing assessments upon entry to HSEC; follow curriculum maps in the areas of English and reading	Reading and English teachers; Literacy coach	Data analysis from assessments	FAIR Reading, STAR Redaing
2	Poor rates of attendance	should develop attendance school wide	Administration, Support staff, and attendance committee	Ongoing committee meetings to analyze data	Attendance data base
3	Students lack comprehension skills	i i i i i i i i i i i i i i i i i i i	instructional staff; literacy coach	walk-through's; data analysis from assessments	teacher evaluation; FAIR Reading, FCAT results, STAR Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. N/A Reading Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

	on the analysis of student provement for the following		eference to "Guiding	g Questions", identify and o	define areas in need		
making rearring game in reading.				By June, 2013, the lowest quartile of students making learning gains in reading will increase by 10% as measured by the FCAT.			
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:			
	(20) of the lowest quartile g.Data Source: Pasco STA	0 0		the lowest quartile of stud n reading will increase to 18	Ü		
Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool		

			Monitoring	Strategy	
1		learning strategies;	all instructional staff; literacy coach	analysis from assessments	teacher evaluations; FAIR reading, STAR Reading
2	lack the motivation to read and practice reading	provoke interest; staff	all instructional staff; literacy coach	analysis from	survey results; FAIR Reading, STAR Reading

Based	on Amb	itious but Achi	evable Annual	Measurable Ob	jectiv	ves (AMOs), AM	0-2, R	eading and Math	Per	formance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # By June Level 3	of 2		HSEC W	ill score at A	che	ivement		
	ine data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016		2016-2017	
		18.34%	25.67%	33%		40.34%		47.67%			
			dent achievemo		efere	nce to "Guiding	Questi	ons", identify an	ıd d	efine areas in need	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:					By June, 2013 white students will increase by 10% in reading proficiency as measured by the FCAT						
2012	Current	Level of Perf	ormance:		2	2013 Expected Level of Performance:					
		white students Pasco STAR	s scored profic	ient in reading.		By June, 2013, 10% of white students will achieve reading proficiency as measured by the FCAT				achieve reading	
			Problem-Sol	ving Process	to I n	crease Studer	nt Achi	evement			
	Antic	ipated Barrie	r St			Person or Position sponsible for Monitoring		ocess Used to Determine fectiveness of Strategy		Evaluation Tool	
1	Student compreh	s lack nension skills	learning st providing of compreher instruction	direct, explicit nsion n, staff ent in the area		nstructional F; literacy ch		hrough's; data is from ments		teacher evaluations; FAIR reading, STAR Reading	

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:

2012 Current Level of Performance:

No ELL Subgroup

No ELL Subgroup

No ELL Subgroup

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. No SWD Subgroup Reading Goal #5D: 2012 Current Level of Performance: 2013 Expected Level of Performance: No SWD Subgroup No SWD Subgroup Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy No SWD Subgroup No SWD Subgroup No SWD Subgroup No SWD Subgroup No SWD Subgroup

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5E. Economically Disadvantaged students not making By June, 2013 economically disadvantaged students will satisfactory progress in reading. increase by 10% in reading proficiency as measured by the FCAT Reading Goal #5E: 2012 Current Level of Performance: 2013 Expected Level of Performance: 17%(20) of our economically disadvantaged students were By June, 2013, 19% of our economically disadvantaged proficient in reading. students will achieve reading proficiency as measured by the Data Source: Pasco STAR **FCAT** Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	and out of Schwettman	0 0	English teachers;	assessments	FAIR Reading, STAR Reading Iesson plans
2	lack the motivation to read and practice reading	provoke interest; staff	staff; literacy	analysis from	Survey results; FAIR Reading, STAR Reading

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	release) and Schedules	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Reading/Literacy Teaching Strategies	All Grade Levels and subjects	Literacy coach	All staff members	Sept-may (weekly meetings)	Walk through's and conferencing	Administration and literacy coach
LFS Unlocking the secrets	the Idistrict I2012-13 school year		classroom observations	principal		
Teacher collaboration in content group using the 4 questions as a guide	throughout the year beginning with the training offered August 6th - 10th, meeting quarterly to plan, meeting weekly to review data and use this information to drive		weekly content meetings, lesson plans, walk- throughs;	Principal,literacy coach		

### Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS grant funds	Title I, Part D Funds	\$3,750.00
	•		Subtotal: \$3,750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward system for improved reading performance	reward incentives	internal funding	\$500.00
			Subtotal: \$500.00
			Grand Total: \$4,250.00

End of Reading Goals

### Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in Engli	sh and understand spoke	en English at	grade le	vel in a manner simila	r to non-ELL students.
1. Students scoring p	roficient in listening/s	peaking.			
CELLA Goal #1:					
2012 Current Percent	of Students Proficient	t in listening	g/speaki	ing:	
	Problem-Solving Pr	ocess to Inc	crease S	itudent Achievemen	t
Anticipated Barrier	Strategy	Person Position Respon for Moniton	on onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Su			
			2011111100		
Students read in English	h at grade level text in a	manner sim	ilar to no	on-ELL students.	
2. Students scoring p	roficient in reading.				
CELLA Goal #2:					
2012 Current Dercent	of Students Proficient	in reading			
2012 Garrent Fercent	. or stadents i reneren	. III reading.			
	Problem-Solving Pr	ocess to Inc	crease S	tudent Achievemen	t
		Person		Process Used to	
Anticipated Barrier	Strategy		on Insible	Determine Effectiveness of	Evaluation Tool
		for Monito	oring	Strategy	
		No Data Su	ubmitted		
Students write in Englis	sh at grade level in a ma	nnor similar :	to non El	LL students	
		Tiller Sillillar		LL Students.	
3. Students scoring p	roficient in writing.				
CELLA Goal #3:					
2012 Current Percent	of Students Proficient	in writing:			
	Problem-Solving Pr	ocess to Inc	crease S	Student Achievement	t

Anticipated Barrier	Strategy	tor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
No Data Submitted									

### CELLA Budget:

Evidence-based Progra			Available
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

### Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in By June, 2013, middle school students scoring at Level 3 will mathematics. increase by 10% in math proficiency as measured by the FCAT. Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 10% (8) of our middle school students scored at By June, 2013, at least 11% of the HSEC middle school Achievement Level 3 in mathematics. students will score Level 3 in math. Data Source: Pasco STAR Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy It is challenging to professional development All instructional Walk-Through's Teacher implement differentiated in the area of staff evaluations, lesson instructional strategies in differentiated instruction; plans a classroom with varying professional development levels. on math content and student expectations on scope and sequence; increased use of LFS in the classroom;

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. N/A Mathematics Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of for Strategy Monitoring No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement

Level 4 in mathematics.

Mathematics Goal #2a:

By June, 2013, students scoring at Level 4 or 5 will increase by 10% in math proficiency as measured by the FCAT.

2012	Current Level of Perforn	nance:		2013 Expected	Level of Performance:	
1% (1) of our middle school students at HSEC scored at or above Achievement Level 4 in mathematics.  Data Source: Pasco STAR				By June, 2013, students scoring at Level 4 or 5 will increase by 2% in math proficiency as measured by the FCAT.		
Problem-Solving Process to I			toIr	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	scheduling: Advanced courses not available; limited time and follow-up	school wide math strategies with all	All i staf	instructional ff	Data analysis from assessments	Core K-12, STAR Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. N/A Mathematics Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Responsible Strategy **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement da of improvement for the following group:	ita, and refe	rence to "Guiding	Questions", identify and	define areas in need
3a. FCAT 2.0: Percentage of students making gains in mathematics.  Mathematics Goal #3a:	learning	By June, 2013, students making learning gains in math will increase by 10% as measured by the FCAT.		
2012 Current Level of Performance:	2013 Expected Level of Performance:			
33% (20) of HSEC middle school students made I in mathematics.  Data Source: Pasco STAR	earning gain		36% of HSEC students will natics.	l make learning
Problem-Solving I	Process to I	ncrease Studer	nt Achievement	
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students transition in and out of Schwettman weekly, including up to the FCAT testing period	Ongoing assessments upon entry to HSEC; follow curriculum maps in the areas of Math	Math teachers	Data analysis from assessments	Core K-12. STAR math
2	Poor rates of attendance	should develop	Administration, Support staff, and attendance committee	Ongoing committee meetings to analyze data	Attendance data base
3	Students have higher level thinking deficits in the area of math	using extending strategies in math; implement the instruction of higher order thinking skills; incorporate math across all curriculum	all instructional staff	data analysis from assessments	Core K-12; STAR math, EOC exams in math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. N/A Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 4. FCAT 2.0: Percentage of students in Lowest 25% By June, 2013, the lowest quartile of students making making learning gains in mathematics. learning gains in math will increase by 10% as measured by the FCAT. Mathematics Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: 16% (3) of the lowest quartile of students made learning By June, 2013, the lowest quartile of students making gains in math. learning gains in math will increase to 18% as measured by Data Source: Pasco STAR the FCAT.

	Problem-Solving Process to Increase Student Achievement									
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1	instructional strategies in	professional development in the area of differentiated instruction; professional development on math content and student expectations on scope and sequence; increased use of LFS in the classroom;	All instructional staff	Walk-Through's	teacher Evaluations					
2	Students have higher level thinking deficits in the area of math	using extending strategies in math; implement the instruction of higher order thinking skills; incorporate math across all curriculum	all instructional staff	data analysis from assessments	Core K-12; EOC exams in math					
3	Student test 2 or more grade levels behind	Students who are identified as being significantly behind are placed in the intensive math class	Administration	ongoing assessments	Core K-12, STAR math, FCAT math					

		math class								
Based on A	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target									
				of 2		ISEC 1	middle school stu ve	dents score		
Baseline da 2010-201	2007 2007	2012-2013	2013-2014	4	2014-201	5	2015-2016	2016-2017		
	10%	19%	28%		37%		46%			
	ne analysis of stu		ent data, and re	efere	nce to "Guiding	Ques	stions", identify and	define areas in need		
Hispanic, a satisfacto	nt subgroups by Asian, American ry progress in m ics Goal #5B:	Indian) not n		Ν	N/A					
2012 Curr	ent Level of Per	formance:		2	2013 Expected	l Leve	el of Performance:			
N/A			N	N/A						
	Problem-Solving Process to Increase Student Achievement									
Aı	nticipated Barrie	er St	rategy	Re	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1										

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:

satis	nglish Language Learne factory progress in matl ematics Goal #5C:	_	No ELL Subgroup			
2012 Current Level of Performance:				2013 Expected	d Level of Performance:	
No EL	L Subgroup		No ELL Subgroup			
	Pı	roblem-Solving Process	s to I	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No ELL Subgroup	No ELL Subgroup	No	ELL Subgroup	No ELL Subgroup	No ELL Subgroup
ı	I on the analysis of studer		refer	ence to "Guiding	Questions", identify and	define areas in need
	provement for the following					
5D. S	tudents with Disabilities	(SWD) not making				

satisfactory progress in mathematics. No SWD Subgroup Mathematics Goal #5D: 2012 Current Level of Performance: 2013 Expected Level of Performance: No SWD Subgroup No SWD Subgroup Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy No SWD Subgroup No SWD Subgroup No SWD Subgroup No SWD Subgroup No SWD Sudgroup

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:			N/A		
2012 Current Level of Performance:			2013 Expected	Level of Performance:	
N/A			N/A		
	Pr	oblem-Solving Process t	o Increase Studer	t Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

# Florida Alternate Assessment High School Mathematics Goals

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

	d on the analysis of ed of improvement t		ent achievement data e following group:	, and	reference to	o "Gu	uiding Questions", id	entify	y and define areas
1. Flo	orida Alternate As	sessr	nent: Students scor	ing a	t				
	Is 4, 5, and 6 in m			g a					
		G 11.101			N/A				
Math	ematics Goal #1:								
2012	Current Level of I	Perfo	rmance:		2013 Exp	ecte	d Level of Perform	ance	e:
N/A					N/A				
		Prol	olem-Solving Proces	ss to	Increase S	tude	ent Achievement		
					Person o	r	Process Used t	0	
	Anticipated Dar	rior	Ctrotogy		Position		Determine		Evaluation Tool
	Anticipated Bar	riei	Strategy	F	Responsible		Effectiveness of	of	Evaluation 1001
					Monitorin	ng	Strategy		
1	N/A		N/A	N.	/A		N/A		N/A
Dooo	l on the englysis of	o+de	ant achievement date	and	roforonoo to	. ".	uiding Ougotions" id	o n tife	, and dafine areas
	ed of improvement f		ent achievement data e following group:	, and	reference to	) GC	liding Questions , id	enting	y and define areas
2. Flo	orida Alternate As	sessr	ment: Students scor	ing a	t				
or ab	ove Level 7 in ma	them	natics.						
					N/A				
Math	ematics Goal #2:								
2012	Current Level of I	Perfo	rmance:		2013 Expected Level of Performance:				
N/A					N/A				
					1077				
		Prol	olem-Solving Proces	ss to	Increase S	tude	ent Achievement		
				  -					
					son or ition	Pro	cess Used to		
Antio	cipated Barrier	Strat	-eav		ponsible		ermine	Fva	luation Tool
Airti	Elpated Barrier	Juai	.cgy	for	porisible	1	ectiveness of	Lva	14411011 1001
				Mor	nitoring	Stra	ategy		
	No Data Submitted								
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:								
3 Flo	orida Alternate As	sessr	ment: Percent of stu	ıdent	S				
<ol><li>Florida Alternate Assessment: Percent of students making learning gains in mathematics.</li></ol>									
IIIaki	ng icantilly yalls	1111110	atricinatics.		N/A				
Math	ematics Goal #3:								

2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Prol	olem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	n/a	n/a	n/a	n/a	n/a	

### Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)). Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Algebra. By June, 2013, students scoring at Achievement Level 3 in Algebra will increase by at least 10% as measured by the end Algebra Goal #1: of course Algebra examination. 2012 Current Level of Performance: 2013 Expected Level of Performance: 8% (2) of HSEC students scored at Achievement Level 3 in Algebra. By June, 2013 10% of students taking the Algebra end of course exam will score at the achievement level 3. Data Source: Pearson Assessment Reports Problem-Solving Process to Increase Student Achievement Person or Process Used to Determine Position **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy professional development All instructional It is challenging to Walk-Through's Teacher implement differentiated in the area of staff evaluations, lesson instructional strategies in differentiated instruction; plans a classroom with varying professional development levels. on math content and student expectations on scope and sequence; increased use of LFS in the classroom; Students have higher all instructional data analysis from Core K-12; STAR using extending level thinking deficits in strategies in math; staff assessments math, EOC exams the area of math implement the instruction in math 2 of higher order thinking skills; incorporate math across all curriculum

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:						
2. Students scoring at or above Achievement Levels 4						
and 5 in Algebra.	By June, 2013, students scoring at or above Achievement Level 4 in Algebra will increase by at least 25% as measured					
Algebra Goal #2:	by the end of course Algebra examination.					
2012 Current Level of Performance:	2013 Expected Level of Performance:					

4% (1) of HSEC students scored at or above Achievement By June, 2013 5% of HSEC students taking the Algebra end Level 4 in Algebra. of course exam will score at the achievement level 4. Data Source: Pearson Assessment Reports Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Curriculum and Use differentiated All instructional Data analysis from Core K-12, STAR teaching strategies with scheduling: Advanced staff assessments Math courses not available; high level readers; limited time and follow-up implement consistent school wide reading with students for reteaching or to provide strategies with all remediation (especially to students; pull-IN math 8R students) for specific class areas of math; Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target Algebra Goal # 3A. Ambitious but Achievable Annual By June of 2017, 3% of HSEC will score at Acheivement Level Measurable Objectives (AMOs). In six year 3 or above. school will reduce their achievement gap by 50%. 3A:  $\nabla$ Baseline data 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2010-2011 39.3 19 32.4 46.1 25.6 Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B: 2012 Current Level of Performance: 2013 Expected Level of Performance:

Anticipated Barrier

Strategy

Problem-Solving Process to Increase Student Achievement

Person or Position Responsible for Monitoring

No Data Submitted

Problem-Today (Winter, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Person or Position Responsible for Monitoring

No Data Submitted

Evaluation Tool

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:  N/C	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in of improvement for the following subgroup:				
	satisfactory progress in Algebra.	N/C			

2012 Current Level of		2013 Expected Level of Performance:					
N/C		N/C	N/C				
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement			
Anticipated Barrier	nticipated Barrier Strategy Posi Resp for		on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		'	Submitted				
		data, and refe	rence to "G	uiding Questions", ident	ify and define areas in need		
of improvement for the f 3D. Students with Disa satisfactory progress i Algebra Goal #3D:	bilities (SWD) not m	aking	N/C				
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:		
N/C			N/C				
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement			
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data	Submitted				
Based on the analysis of of improvement for the f		data, and refe	rence to "G	uiding Questions", ident	ify and define areas in need		
3E. Economically Disac satisfactory progress i Algebra Goal #3E:	_	not making	N/A				
2012 Current Level of	2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A			N/A				
	Problem-Solvir	ng Process to I	ncrease S	tudent Achievement			
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	,	'	Submitted	•			

### Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in By June, 2013, students scoring at Achievement Level 3 Geometry. in Geometry will increase by at least 20% as measured by the end of course Geometry examination. Geometry Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: 5% (1) of HSEC students scored at Achievement Level 3 By June, 2013 6% of students taking the Geometry end in Geometry. of course exam will score at the achievement level 3. Data Source: Pearson Assessment Report Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy All instructional Walk-Through's It is challenging to professional Teacher implement differentiated development in the staff evaluations, instructional strategies area of differentiated lesson plans in a classroom with instruction; professional varying levels. development on math content and student expectations on scope and sequence; increased use of LFS in the classroom; Students have higher using extending all instructional data analysis from Core K-12; STAR level thinking deficits in strategies in math; staff assessments math, EOC exams the area of math implement the in math instruction of higher order thinking skills; incorporate math across all curriculum

1	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:							
<ul><li>2. Students scoring at or above Achievement Levels</li><li>4 and 5 in Geometry.</li><li>Geometry Goal #2:</li></ul>			By June, 2013, Achievement L	By June, 2013, several students will score at or above Achievement Level 3 in Geometry as measured by the end of course Geometry examination.				
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	e:			
No student scored at or above Achievement Level 4 in Geometry.  Data Source			Achievement Lo	By June, 2013, several students will score at or above Achievement Level 4 in Geometry as measured by the end of course Geometry examination.				
	Pro	blem-Solving Process to	o Increase Stude	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	Curriculum and scheduling: Advanced		All instructional staff	Data analysis from assessments	Core K-12, STAR Math			

courses not limited time up with stud reteaching or remediation math;	and fo lents f or to pr	llow- impl or scho ovide stra	high level readers lement consistent ool wide reading tegies with all lents; pull-IN math s					
Based on Ambitiou Target	is but	Achievable	e Annual Measurab	le Ob	jectives (A	MOs),	AMO-2, Reading a	nd Math Performance
3A. Ambitious but Annual Measurable (AMOs). In six yea reduce their achie 50%.	e Obje Ir scho	ctives ol will	Geometry Goal #  By June of Level 3 or  3A:			HSEC v	vill score at Ad	cheivement
Baseline data 2011-2012	201	2-2013	2013-2014		2014-20	15	2015-2016	2016-2017
	15		25		35		45	
Based on the analgin need of improve				and r	eference to	o "Guid	ing Questions", ide	entify and define areas
3B. Student subg Hispanic, Asian, a satisfactory prog	Ameri	can India		k,				
Geometry Goal #	3B:							
2012 Current Lev	el of l	Performa	nce:		2013 Exp	ected	Level of Perform	ance:
		Decklar	Col. in a December	- 4 - 1			. A . h	
		Problem	n-Solving Process	s to I	ncrease S	tudeni	Achievement	
Anticipated Barr	ier	Strategy		Posit Resp for	on or tion oonsible toring	Deter	iveness of	Evaluation Tool
			No	Data :	Submitted			
				and r	eference to	o "Guid	ing Questions", ide	entify and define areas
in need of improvement for the following subgroup:  3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:			N/A					
2012 Current Level of Performance:			2013 Expected Level of Performance:					
N/A					N/A			
		Dundalana	a-Salvina Process			*··-l	Λ ala i a a aa a aa b	

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
No Data Submitted							

	f student achievement data, for the following subgroup:	and r	eference to	o "Guiding Questions", ic	lentify and define areas
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:			N/A		
2012 Current Level of Performance:			2013 Exp	ected Level of Perform	nance:
N/A			N/A		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

Based on the analysis of in need of improvement			eference t	o "Guiding Questions"	, identify and define areas
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	Process to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

End of Geometry EOC Goals

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
LFS Unlocking the secrets	All instructional staff	District	All instructional staff	2012-13 school year	classroom observations	principal
math Teaching Strategies	All Grade Levels and subjects	principal	All staff members	Sept-may (weekly meetings)	Walk through's and conferencing	
Teacher collaboration in content group using the 4 questions as a guide	6-12	principal	all instructional	throughout the year beginning with the training offered August 6th - 10th, meeting quarterly to plan, meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	weekly content meetings, lesson	Principal

### Mathematics Budget:

Evidence-based Program(s)/Mate	rial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS grant funds	Title I Part D	\$3,750.00
			Subtotal: \$3,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,750.00

End of Mathematics Goals

# Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June, 2013 students scoring level 3 in science will increase by 50%.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				

	1) of students at HSEC Source: Pearson Report		By June, 2013 science.	3% of HSEC students v	vill score level 3 in		
Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Students lack the motivation to acquire a science knowledge	utilize more hands-on techniques in the classroom	science teachers	data analysis from assessments	Formal assessments, Core K-12, lesson plans		

	of student achievement data ement for the following grou		reference	to "Guiding Questions"	, identify and define	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			N/A			
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:	
N/A			N/A			
	Problem-Solving Process	s to I	ncrease S	Student Achievement		
Anticipated Barrier		Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

	d on the analysis of stud s in need of improvemen			Guiding Questions", ide	ntify and define		
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:			,	By June, 2013 students scoring level 4 in science will increase by 50%.			
2012	2 Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ce:		
2% (1) of students at HSEC scored level 4 in science.  Data Source: Pearson Reports			e. By June, 2013 science.	By June, 2013 3% of HSEC students will score level 4 in science.			
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	curriculum and scheduling: advanced courses not available	use differentiated teaching strategies with high level thinkers; implement consistent school wide strategies with all students	all instructional staff	data analysis from assessments	core k-12		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			N/A		
2012 Current Level of Performance:			2013 Exp	ected Level of Perform	mance:
N/A			N/A		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.						
Science Goal #1:						
2012 Current Level of	f Performance:		2013 Expected Level of Performance:			
	Problem-Solving Pro-	cess to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				

2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	Process to I	ncrease S	Student Achievemen	t
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy					
No Data Submitted					

# Biology End-of-Course (EOC) Goals

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

	d on the analysis of stud in need of improvemen			Guiding Questions", ide	ntify and define	
1. St	udents scoring at Achi	evement Level 3 in				
Biolo	ogy.		By June, 2013	10% of HSEC student	s will score	
Biology Goal #1:				By June, 2013, 10% of HSEC students will score Achievement Level 3 in Biology.		
2012	? Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ce:	
27 students completed the Biology end of course exam. No students scored at Achievement Level 3 in Biology.  Data Source: Pearson Assessment Reports			y. By June, 2013	By June, 2013, 10% of HSEC students will score Achievement Level 3 in Biology.		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students lack the motivation to acquire a science knowledge base	utilize more hands-on techniques in the classroom	science teachers	data analysis from assessments	Formal assessments, Core K-12, lesson plans	

reference to "Guiding Questions", identify and define
By June, 2013 5% of HSEC students will score Acheivement Level 4 in Biology.
2013 Expected Level of Performance:
By June, 2013 5% of HSEC students will score Acheivement Level 4 in Biology.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	curriculum and scheduling: advanced courses not available			data analysis from assessments	Core K-12

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
LFS Unlocking the secrets	All instructional staff	I)istrict	All instructional staff	2012-13 school year	classroom observations	principal
Teacher collaboration in content group using the 4 questions as a guide	6-12	principal	all instructional staff	throughout the year beginning with the training offered August 6th - 10th, meeting quarterly to plan, meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	weekly content meetings, lesson plans, walk- throughs	principal
Teaching Strategies for science	All Grade Levels and subjects	DUUCIDAL	All staff members	Sept-may (weekly meetings)	Walk through's and conferencing	principal

### Science Budget:

Evidence-based Program(s)/Mat	erial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies	District CIS grant funds	Title I Part D	\$3,750.00
			Subtotal: \$3,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data No Data \$0.00

Subtotal: \$0.00 Grand Total: \$3,750.00

End of Science Goals

### Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

By June, 2013, 50% or more of HSEC students will score Level 3.0 or higher in writing.

2012 Current Level of Performance:

2013 Expected Level of Performance:

By June 2013, 50% or more students will score Level 3 or higher.

By June 2013, 50% or more student will score Level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the motivation to write	brainstorm with students to draw an interest in writing; give students a choice in topics to write about; use free writing activities; use of open ended questions to provoke discussion and writing	all instructional staff	school-wide writing prompt	writing prompt rubric
2	Students lack basic writing skills	use differentiated instruction strategies; professional development in the essentials of writing (6 traits); encourage writing and the use of complete sentences across all curriculum	all instructional staff	school wide writing prompt; analyze data from writing assessments; FCAT	writing prompt rubric; results from FCAT Writes
3	Poor rates of attendance	Attendance committee should develop attendance school wide attendance goals and interventions; daily journal to keep students from falling behind	Administration, Support staff, and attendance committee	Ongoing committee meetings to analyze data	Attendance data base

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	nticipated Barrier Strategy Posit Resp for		on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
6 Essential Traits of Writing training	all instructional staff	district	all instructional staff	2012-2013 school year	team meetings to collaborate	principal
Teacher collaboration in content group using the 4 questions as a guide	6-12	principal	all instructional staff	throughout the year beginning with the training offered August 6th - 10th, meeting quarterly to plan, meeting weekly to review data and use this information to drive instruction, and ending at the end of the year	pians, waik-	Principal
Teaching Strategies for writing	and slinlects	Literacy coach, principal	All staff members	Sept-may (weekly meetings)	Walk through's and conferencing	Administration and literacy coach
LFS Unlocking the secrets	All instructional staff	District	All instructional staff	2012-13 school year	classroom observations	principal

### Writing Budget:

Evidence-based Program(s)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on bridging the gap to increase performance through engagement - included using data to differentiate prior	District CIS grant funds	Title I Part D	\$3,750.00

to lesson, diffusion and classroom management strategies, motivation st	rategies		
			Subtotal: \$3,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,750.00

End of Writing Goals

### Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Civics. 50% of our Civics students will score Level 3 on the Civics Goal #1: Civics EOC in May of 2013. 2013 Expected Level of Performance: 2012 Current Level of Performance: 50% of our Civics students will score Level 3 on the N/A Civics EOC in May of 2013. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Students transition in Follow curriculum maps Civics Instructor Data analysis from **EOC** and out of Schwettman in the area of Civics assessments weekly, including up to the EOC exam Frequent comprehension checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2. Students scoring at or above Achievement Levels 4 and 5 in Civics. 10% of students taking the Civics EOC will score at or above Achievement Level 4. Civics Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: 10% of students taking the Civics EOC will score at or N/A above Achievement Level 4. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Advanced courses not Use differentiated Civics Instructor Data Analysis from **EOC** available teaching strategies assessments

	Limited number of advanced students			
- 1				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Teacher collaboration in content group using the 4 questions as a guide	7 grade	Principal		quarterly to plan, meeting weekly to review data	weekly content meetings, lesson plans, walk- throughs	Principal

#### Civics Budget:

Evidence-based Program	(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Civics Textbooks	Civics Textbooks	District Funding	\$2,500.00
		-	Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developmen	t		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Civics Goals

### U.S. History End-of-Cource (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in U.S.

History.

50% of students taking the EOC in U.S. History will score

U.S.	History Goal #1:		at Achieveme	at Achievement Level 3.			
2012	Current Level of Perfo	rmance:	2013 Expect	2013 Expected Level of Performance:			
N/A				50% of students taking the EOC in U.S. History will score at Achievement Level 3.			
	Prol	olem-Solving Process t	to Increase Stud	Increase Student Achievement			
	Anticipated Barrier Strategy R		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Students transition in and out of Schwettman weekly, including up to the EOC exam		History teacher	Data analysis from assessments	EOC		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:								
<ul><li>2. Students scoring at or above Achievement Levels</li><li>4 and 5 in U.S. History.</li><li>U.S. History Goal #2:</li></ul>				10% of students taking the U.S. History EOC will score at or above Achievement Level 4.				
2012 Current Level of Performance:				2013 Expected Level of Performance:				
N/A				10% of students taking the U.S. History EOC will score at or above Achievement Level 4.				
	Prol	olem-Solving Process t	ncrease Stude	nt Achievement				
	Anticipated Barrier Strategy Re		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Advanced courses not available  Limited number of advanced students  Use differentiated teaching strategies  History		His	story Instructor	Data Analysis from assessments	EOC		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	Facilitator	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Follow-	Person or Position Responsible for Monitoring
				Throughout the year		

Teacher collaboration in content group using the 4 questions as a guide	9-12	Principal	History Intructors	quarterly to plan, meeting weekly to review data and	weekly content meetings, lesson plans, walk- throughs	Principal	
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#### U.S. History Budget:

Evidence-based Program(s	//Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
US History Textbooks	Textbooks	District Funding	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$2,500.00

End of U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference of improvement:	to "Guiding Questions", identify and define areas in need
Attendance     Attendance Goal #1:	By June, 2013 the attendance rate at HSEC will increase by 6%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
71% Attendance Rate Data Source: TERMS	75% Attendance rate
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
57% (166) of students had excessive absences Data Source: TERMS	50% or fewer of student population with 10 or more absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A	N/A

	Prol	olem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students previous negative experiences with school (e.g., failure, aversive encounters with adults, etc);	modification system and utilize rewards and incentives, including	All staff	Data from point card and number of students receiving rewards, discussion at S-BIT	Level system and Point card
2	Familial background does not value school as a priority	Orientation, parent calls home, PTC, open house, specific rewards for students based on attendance to emphasize the value to coming to school	All staff	Attendance data review	TERMS attendance data and Parent Survey

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
knowledge about interventions, rewards/reinforcers used in PBIS for attendance issues	all	support staff	school-wide	Idijarteriv	follow-up meetings	administration

#### Attendance Budget:

Evidence-based Progr	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	-		Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Subtotal: \$1,000.00 Grand Total: \$1,000.00

End of Attendance Goal(s)

# Suspension Goal(s)

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

	d on the analysis of susp provement:	ension data, and referen	nce to	"Guiding Que	stions", identify and defi	ne areas in need
1. Suspension						
				By June, 2013, the number of out of school suspensions will decrease by 10%.		
2012	? Total Number of In-Sc	chool Suspensions	2	2013 Expecte	d Number of In-Schoo	l Suspensions
210 incidents occurred that resulted in ISS. Data Source: TERMS				189 incidents for the 2012 - 2013.		
2012	2 Total Number of Stude	ents Suspended In-Sch		2013 Expecte School	d Number of Students	Suspended In-
				ess than 75 s 2012 - 2013 sc	tudents will be suspende hool year.	ed in school for the
2012 Number of Out-of-School Suspensions				2013 Expecte Suspensions	d Number of Out-of-Sc	chool
223 incidents occurred that resulted in OSS. Data Source: TERMS				Less than 200 incidents may occur that will result in OSS during the 2012 - 2013 school year.		
2012 Scho	2 Total Number of Stude ool	ents Suspended Out-of		2013 Expected Number of Students Suspended Out- of-School		
80 st TERM		Out of School. Data Soul		: Less than 70 students will be suspended out of school during the 2012 - 2013 school year.		
	Pro	blem-Solving Process t	to In	crease Stude	nt Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student self control	Utilize our alternative to out of school suspension program; one to one and group counseling; use of incentives to following rules	Alls	taff	Monitor discipline, attendance, and grades; student's self monitoring data,use of SBIT and RTI data	TERMS and points cards
2	Unclear behavioral expectations for students leading to inconsistencies in behavior and staff inconsistencies in what they expect from students	development of new/improved data- based level system (PBIS) with more specific, measurable skill areas; development of social matrix to specifically explain the skill areas; development	Princ	taff and cipal	number of students on each level	TERMS and point card data

of matrix for rating skill

performance;

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	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
School-wide PBIS (point card/level system)	all	'	iali instructional	prior to commencement of school and quarterly	principal

Suspension Budget:

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

End of Suspension Goal(s)

### Dropout Prevention Goal(s)

Dropout Prevention Goal #1:

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

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

1. Dropout Prevention

\*Please refer to the percentage of students who dropped out during the 2011-2012 school year.

75% of the the 8th grade recovery students will successfully transition to high school at the end of the school year.

 $<sup>^*\</sup> When\ using\ percentages,\ include\ the\ number\ of\ students\ the\ percentage\ represents\ (e.g.,\ 70\%\ (35)).$ 

2012	Current Dropout Rate:		2013 Expecto	2013 Expected Dropout Rate:		
	of the 8th grade recover school in June 2012	y students transitioned t		At least 75% of the 8th grade recovery students will successfully transition to high school at the end of the school year.		
2012 Current Graduation Rate:			2013 Expecto	ed Graduation Rate:		
N/A			N/A	N/A		
	Pro	blem-Solving Process t	o Increase Stud	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of motivation largely due to low academic levels and frustration	Continual communication of student progress with students, teachers, and parents; student self monitoring, especially for 8R and students using Nova Net; use of incentives; focus on remediation	All Instructional staff	Weekly 8R meetings to review data; S-BIT	Computerized 8R reports and transition data	
2	Poor rates of attendance	Attendance committee should develop attendance school wide attendance goals and interventions	Administration, Support staff, and attendance committee	Ongoing committee meetings to analyze data	Attendance data base	

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Technology Training	8R	Technology Specialist	8R team			technology specialist and principal

#### Dropout Prevention Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Bata		<del></del>	

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

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

	d on the analysis of parered of improvement:	nt involvement data, and	l re	ference to "Guid	ding Questions", identify a	and define areas
1. Parent Involvement  Parent Involvement Goal #1:  *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			Increase the number of families who attend open house by 40%			
2012	Current Level of Parer	nt Involvement:		2013 Expecte	d Level of Parent Invol	vement:
35 families attended open house in October, 2012.  Data Source: Sign In Form				50 families will attend open house in October, 2013		
	Prob	olem-Solving Process t	0 I	ncrease Stude	nt Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Work and/or transportation problems	Propose alternative meeting times for parents		ministration d support staff	Analyze data	Open house numbers
2	Lack of communication between home and school	Increase frequency in correspondence (calls, emails, PTC's) home whether for issues or positive reasons and for attendance concerns;	sta sta	instructional iff and support aff	Analyze data	Open house numbers
3	Parents do not feel comfortable at a school	communicate with parents for positive reasons; have activities at the school, such as the holiday dinner, to reach out and connect more positively with parents		pport staff	parent attendance data	numbers for holiday dinner

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
training on how to involve parents more positiely	all	support staff	all instructional staff	once a year	support staff, principal

#### Parent Involvement Budget:

Evidence-based Program(s)/M			Aveilelele
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Holiday Dinner	food	Trinity ROtary	\$1,200.00
Parent Involvement Assistant (.2)	District staff member hired to increase parent involvement	Title I, Part D	\$5,860.00
			Subtotal: \$7,060.00
			Grand Total: \$7,060.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
	Problem-Solving Process	s to Increase S	tudent Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

No Data Submitted

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

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

#### STEM Budget:

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

End of STEM Goal(s)

# Career and Technical Education (CTE) Goal(s)

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

Based on the analysis o	Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE						
CTE Goal #1:						
	Problem-Solving Proces	s to Increase S	tudent Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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

#### CTE Budget:

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

End of CTE Goal(s)

# Additional Goal(s)

No Additional Goal was submitted for this school

## FINAL BUDGET

Teacher training on bridging the gap to entering the paper to included using data to differentiate prior to lesson, diffusion and management strategies (Professional Development Included using data to differentiate prior to lesson, diffusion and management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusional Development Included using data to differentiate prior to lesson diffusion and classroom management strategies (Professional Development Included using data to differentiate prior to lesson diffusional Development Included using data to differentiate prior to lesson diffusional Development Included using data	Evidence-based Progr	am(s)/Material(s)			
Teacher training on bridging the gap to increase performance through engagement relicted using data to elession diffusion and classroom management strategies, motivation strategies.  Civies Civies (Civies Textbooks Civies Textbooks District Funding \$2,500)  U.S. History Textbooks Civies Textbooks District Funding \$2,500  U.S. History Textbooks Textbooks District Funding \$2,500  U.S. History Textbooks Textbooks District Funding \$2,500  Subtotal: \$8,750  Fechnology  Goal Strategy Description of Resources Funding Source Available Amou Mo Data No Data No Data \$0,000  Subtotal: \$0,000  Forcessional Development  Goal Strategy Description of Resources Funding Source Available Amou District CIS grant funds Title I Part D \$3,750  Science Funding Source Funding Source Source Funding Source Sources Sources Strategy Funding Source Funding Source Sources So	Goal	Strategy		Funding Source	Available Amoun
U.S. History U.S. History Textbooks Textbooks District Funding \$2,500.1  Subtotal: \$8,750.1  Goal Strategy Description of Resources Funding Source Available Amou Resources Subtotal: \$0.1  Frofessional Development  Goal Strategy Description of Resources Funding Source Available Amou Officerentiate prior to lesson, diffusion and classroom management strategies Teacher training on bridging the gap to lesson, diffusion and classroom management strategies are prior to differentiate prior to lesson, diffusion and classroom management included using data to differentiate prior to lesson, diffusion and classroom management strategies Teacher training on bridging the gap to be classed through engagement included using data to differentiate prior to lesson, diffusion and classroom management strategies Teacher training on bridging performance through engagement included using data to differentiate prior to lesson, diffusion and classroom management strategies Teacher training on bridging performance through engagement strategies are performance through engagement strategies are performance through engagement engagement strategies are performance through engagement engagement strategies are performance through engagement strategies are performance through engagement engagement strategies are performance through engagement engagement strategies are performance to differentiate prior to elesson, diffusion and classroom management strategies are performance through engagement engagement strategies are performance to the performance through engagement	Reading	bridging the gap to increase performance through engagement - included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation		Title I, Part D Funds	\$3,750.00
Subtotal: \$8,750.	Civics	Civics Textbooks	Civics Textbooks	District Funding	\$2,500.00
Goal Strategy Description of Resources Funding Source Available Amou No Data No Data No Data Subtotal: \$0.  Subtotal: \$0.  Professional Development  Goal Strategy Description of Resources Funding Source Available Amou District CIS grant funds Title I Part D \$3,750.  Mathematics District CIS grant funds Title I Part D \$3,750.  Science Funding on bridging the gap to increase performance through engagement strategies, motivation strategies  Feacher training on bridging the gap to increase performance through engagement strategies, motivation strategies  Feacher training on bridging the gap to increase performance through engagement of differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies  Feacher training on bridging the gap to increase performance through engagement encountered through engagement strategies with the performance of the perform	U.S. History	US History Textbooks	Textbooks	District Funding	\$2,500.00
Goal Strategy Pescription of Resources Funding Source Available Amou No Data No Data No Data Subtotal: \$0.  Subtotal: \$0.  Professional Development  Goal Strategy Pescription of Resources Funding Source Available Amou Description of Resources Funding Source Res					Subtotal: \$8,750.0
No Data No Data No Data No Data Subtotal: \$0  Subtotal: \$0  Professional Development  Goal Strategy Description of Resources Funding Source Available Amou differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies  Teacher training on bridging the gap to increase performance through engagement strategies, motivation strategies  Teacher training on bridging the gap to increase performance through engagement strategies, motivation strategies  Teacher training on bridging the gap to increase performance through engagement included using data to differentiate prior to lesson, diffusion and classroom management strategies  Teacher training on bridging the gap to increase performance through engagement included using data to differentiate prior to lesson, diffusion and classroom through engagement included using data to differentiate prior to lesson, diffusion and classroom through engagement strategies.  Writing Strategy Description of Resources Funding Source Available Amou Reward system for improved reading performance and included using data to differentiate prior to lesson, diffusion and classroom through engagement strategies internal funding \$5,000.  Subtotal: \$11,250.  Subtotal: \$11,250.  Parent Involvement Holiday Dinner food Trinity Rotary \$1,200.	Technology				
Professional Development  Goal Strategy Resources Funding Source Available Amou differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies  Teacher training on bridging the gap to increase performance through engagement strategies, motivation strategies.  Teacher training on bridging the gap to increase performance through engagement strategies, motivation strategies.  Teacher training on bridging the gap to increase performance through engagement included using data to differentiate prior to lesson, diffusion and classroom management strategies, motivation strategies.  Teacher training on bridging the gap to increase performance through engagement included using data to differentiate prior to lesson, diffusion and classroom management strategies. Teacher training on bridging the gap to increase performance through engagement strategies.  Teacher training on bridging the gap to increase performance through engagement and classroom management strategies.  Teacher training on bridging the gap to increase performance through engagement and classroom management strategies.  Teacher training on bridging the gap to increase performance through engagement and classroom management strategies.  District CIS grant funds.  Title I Part D  \$3,750.1  \$3,750.	Goal	Strategy		Funding Source	Available Amoun
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·	Parent Involvement		hired to increase	Title I, Part D	\$5,860.00
Subtotal: \$0,500.					Subtotal: \$8,560.0

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	<b>j</b> n NA

Are you a reward school: † Yes † No

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

No Attachment (Uploaded on 9/5/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives	\$2,000.00

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

The school advisory committee will be assisting at the development of the SIP and monitoring the progress of the plan. The SAC will also connect wit the community and secure business partnerships for HSEC.

## AYP DATA

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

## SCHOOL GRADE DATA

No Data Found No Data Found No Data Found