

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lake Wales High School	District Name: Lake Wales Charter Schools, Inc.
Principal: Donna Dunson	Superintendent: Jesse Jackson
SAC Chair: Danny Gill	Date of School Board Approval:

Student Achievement Data:

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

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

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Donna Dunson	BS- English - & Journalism; University of West Florida M A. English - & Journalism; University of West Florida	0	18	1993-2002- Head of Secondary at Atlanta International School 2002-2003 Asst. Head/Head of School at Ross School 2004-2008 Principal; Polk Avenue Elementary 2004-2005 Grade C, 87 % AYP 2005-2006 Grade B, 97 % AYP 2006-2007 Grade A, 97 % AYP 2007-2008 Grade B, 95% AYP 2008-2010 Principal: Bok Academy 2008-2009 Grade A 82% AYP 2009-2010 Grade A 100% AYP 2010-2011 Grade A, 92 % AYP
Director of Educational Operations	Anuj Saran	B.S. Economics; Delhi University M.B.A.- Lehigh University M.S.- Lehigh University	1	3	2008-2010 : Bok Academy 2008-2009 Grade A 82% AYP 2009-2010 Grade A 100% AYP 2010-2011 Grade A, 92 % AYP
Assistant Principal	Chris Reams	BS – Mathematics; Florida Southern College: M Ed - Educational Leadership, University of South Florida	7	7	2004-Present: APA LWHS 2009-2010: Grade: C, 77% AYP 33% proficient in Reading 66% proficient in Math 84% proficient in Writing 25% proficient in Science 42% learning gains in Reading 78% learning gains in Math 40%-bottom quartile in Reading 72%- bottom quartile in Math

					<p>2008-2009: Grade D: 67% AYP</p> <p>31% proficient in Reading 68% proficient in Math 24% proficient in Science 64% proficient in Writing 46% learning gains in Reading 78 % learning gains in Math 50% bottom quartile-Reading 66% bottom quartile -Math</p> <p>Prior Year: Grade: C, 69%AYP 29% proficient in Reading 65% proficient in Math 23% proficient in Science 73% proficient in Writing 50% learning gains in Reading 78% learning gains in Math 51% bottom quartile- Reading 71% bottom quartile-Math</p>
	Daniele Shick	BS – English, Warner University; M Ed - Educational Leadership, University of South Florida	8	4	<p>2007-Present: AP of Curriculum at LWHS:</p> <p>2009-2010: Grade: C, 77% AYP 33% proficient in Reading 66% proficient in Math 84% proficient in Writing 25% proficient in Science 42% learning gains in Reading 78% learning gains in Math 40%-bottom quartile in Reading 72%- bottom quartile in Math</p> <p>2008-2009: Grade: D 31% proficient in Reading 68% proficient in Math 24% proficient in Science 64% proficient in Writing 46% learning gains in Reading 78 % learning gains in Math 50% bottom quartile-Reading 66% bottom quartile -Math</p> <p>Prior Year: Grade: C 29% proficient in Reading 65% proficient in Math 23% proficient in Science 73% proficient in Writing 50% learning gains in Reading 78% learning gains in Math 51% bottom quartile- Reading 71% bottom quartile-Math</p>
	Eugene Kendrick	BS – Education, Colgate University; M Ed – Educational leadership, NOVA.	5	5	<p>2006-Present: APA LWHS</p> <p>2009-2010: Grade: C, 77% AYP 33% proficient in Reading 66% proficient in Math 84% proficient in Writing 25% proficient in Science 42% learning gains in Reading 78% learning gains in Math 40%-bottom quartile in Reading</p>

					<p>72%- bottom quartile in Math</p> <p>2008-2009: Grade: D, 67% AYP 31% proficient in Reading 68% proficient in Math 24% proficient in Science 64% proficient in Writing 46% learning gains in Reading 78 % learning gains in Math 50% bottom quartile-Reading 66% bottom quartile -Math</p> <p>Prior Year: Grade: C, 69%AYP 29% proficient in Reading 65% proficient in Math 23% proficient in Science 73% proficient in Writing 50% learning gains in Reading 78% learning gains in Math 51% bottom quartile- Reading 71% bottom quartile-Math</p>
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Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
School Improvement	Debra Stinson	Professional Educator's: Math Education 6-12, Florida Southern College Educational Leadership K-12 M Ed: Educational Leadership, University of South Florida	7	2	<p>1989-2001: Teacher at Kathleen High School, Polk County</p> <p>2001-2002: Teacher at Winter Haven High School</p> <p>2002-2004: Dean at KHS;</p> <p>2004-2007: AP of curriculum at LWHS;</p> <p>2007-2009: Math Teacher at LWHS;</p>
Reading	Tammy Shields	Professional Educators: Business Education 6-12, English Education 6-12 Reading Endorsed, ESOL Endorsed	5	1	2005-Present: Teacher at Lake Wales High School

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Mentor teacher	Mentor teacher: Tina Morrow	End of school year	
2. Partnering new teachers with veteran staff (as needed)	Assistant Principal Department chairs	On-going (as needed)	
3. College campus Job Fairs and e-recruiting at Universities	Lake Wales Charter School personnel	May 2012	
4. Monthly meetings in staff PLC's	Administration	June 2012	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Anna Barcenas	English 6-12	Reading ESOL	Mrs. Barcenas began taking Reading competency courses provided by the county to obtain certification in Reading in the 0809 school year. She has completed three of the courses and will continue the remaining three courses throughout the course of this school year. Mrs. Barcenas has been paired with Mrs. Shields her department chair. Mrs. Barcenas is also out-of-field for ESOL. She is taking courses yearly in order to add ESOL certification to her professional certificate.
Yufonda Kinsler	English 6-12	Reading	Mrs. Kinsler has completed three of the six competencies for her reading certification. She will continue to complete the remaining courses throughout the course of this school year. Mrs. Kinsler has been paired with Mrs. Morrow and Mrs. Shields, the department chair.
Tina Markley	English	Reading	Mrs. Markley began taking Reading competency courses provided by the county to obtain certification in Reading in the 1011 school year. She has completed one of the courses and will continue the remaining five courses throughout the course of this school year. Mrs. Markley has been paired with Mrs. Shields, the department chair.
Blake Fann	Middle Grades Science/Biology	ESOL	Mr. Fann is taking courses provided by the county to meet his ESOL certification requirements.
Jonathan Berkenfield	Middle Grades Integrated	ESOL	Mr. Berkenfield is taking courses provided by the county to meet his ESOL certification requirements.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
71	1.5% (1)	28.8% (16)	42.4% (30)	27.3% (19)	30.3% (21)	93% (66)	21% (15)	1.5% (1)	63.6% (45)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Allie Kapphan	New Science Teacher (Meg McLeod)	Mrs. Kapphan is the department chair for Science and will be working with the new science teachers on curriculum and classroom management.	Monthly department planning meetings.
Jenny Medlock	New English Teacher (Laura Jarrett)	Mrs. Medlock is the department chair for English and will be meeting regularly with Mrs. Jarrett to assist in her transition from middle school to high school. They will also partner together to develop IB curriculum for the English IB courses.	Monthly department planning meetings.
Candice Stepp	New Math Teachers (David Russell)	Ms. Stepp will be working with the math department as a whole, focusing on our new math teachers to ensure they understand the new math requirements of the State and the philosophies of our math department.	Monthly department planning meetings.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I, Part A, funds school-wide services to Lake Wales High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant Migrant students enrolled in Lake Wales High School will be assisted by LEA's Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II Professional development resources are available to Title I schools through Title II funds. Polk Avenue will provide training for the staff as outlined in the LWCS Title II application.
Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Polk Avenue will provide training for the staff as outlined in the LWCS Title III application.
Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI) NA
Violence Prevention Programs Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs NA
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education We are expanding our career academy offerings to include manufacturing, multimedia design technology, health and wellness, EKG/EMR, culinary in addition to our existing early childhood education academy. Students will be able to earn the CDA and ServSafe certifications for SY1112; the ServSafe, CDA, Adobe, EKG, and MSSC CPT certifications for SY1213; and ServSafe, CDA, Adobe, EKG, EMR, MSSC CPT, and Certified Personal Trainer for SY1314.
Job Training
Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Donna Dunson- Principal. Ms. Dunson will provide a common vision for the use of the data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of our PS/RtI; ensures that the school-based team is implementing PS/RtI; conducts assessment of PS/RtI skills of school staff; ensures implementation of support and documentation; ensures and participates in adequate professional learning to support PS/RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RtI plans and activities.

Daniele Shick- Assistant Principal. Mrs. Shick will assist Ms. Dunson in providing a common vision for the use of data-based decision-making, assist in the development of a strong infrastructure of resources for the implementation of PS/RtI, further assist Ms. Dunson in the assessment of PS/RtI skills, assist with the implementation of intervention support and documentation, professional learning and communication with parents concerning PS/RtI plans and activities.

Debbie Stinson, Coordinator of School Improvement. Mrs. Stinson will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Dee Coconato, Reading Teacher. Mrs. Coconato will provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Tonya Royal, ESE teacher. Mrs. Royal will participate in student data collection, integrate core instructional activities/materials/instruction in tiered interventions; and collaborate with general education teachers.

Tami Shields, Reading will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for students to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Kim Campbell, RtI Coordinator. Mrs. Campbell will work with a large group of students identified by feeder schools, our discipline staff, and our guidance staff as potentially at risk. She will also work with students who are recommended by teachers as struggling in the areas of academics, attendance and behavior; contact parents of students she is monitoring, serve as a resource to teachers to help their students be successful in the classroom, provide Tier 2/3 interventions for students in the areas of behavior, attendance and academics.

Teri Roberts, Guidance Counselor. Mrs. Roberts will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She will also communicate with child-serving community agencies to support the student's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The PS/RtI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher,

student improvement.

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Describe the role of the school-based RtI 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?

Charter School Governing Board creates a leadership team that includes, but is not necessarily limited to, the Principal, Assistant Principal, Guidance Counselor and a representative of the Governing Board. The ongoing purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/Intervention (RtI) through district-wide consensus building, infrastructure development, and implementation.

RtI 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.

Baseline data is gathered through August and September using the Achieve 3000 program for reading and Acaletics for math. Data is processed through the Progress Monitoring program associated with the two programs. Ninth and tenth grade instructional data is gathered from the previous year's FCAT scores.

Other Progress Monitoring data is collected as needed for classroom or student progress using Achieve 3000, EyeQ, Read 180, Acaletics and the FCAT.

Our science department is using FCAT data as well as other Biology resources as needed for student achievement.

End of Year Data is gathered through Achieve 3000, EyeQ, Read 180, Acaletics and FCAT.

Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.

Describe the plan to train staff on RtI.

The Assistant Principal of Curriculum and the RtI Coordinator will hold a workshop at the beginning of the school year to educate the staff about the process of RtI and the school-wide interventions that are in place. The RtI Coordinator will also meet with teachers individually and informally to assess their implementation strategies and success throughout the school year. In addition the PS/RtI team will identify staff members in need of RtI assistance through the examination of student data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tammy Shields
Jon Hodach
Cody Moyer
Tonya Royal
Candice Stepp
Beverly Riley

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

The LLT meets monthly to help guide literacy professional development for the staff as well as serve as models and mentors

to non-reading content area classes.

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

Student engagement will be the main initiative the LLT focuses on by developing whole group presentations and small group follow up meetings.

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.
- **Public School Choice with Transportation (CWT) Notification**
Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.
- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

***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.

Reading Department

Achieve 3000, Eye Q, SRA and Read 180 programs will be used in our reading classes.

READ 180 is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in Grades 4–12+. *READ 180* is designed to maximize student engagement, teacher effectiveness, and leader empowerment.

The Achieve 3000 program utilizes one-on-one instructional support scientifically matched to each student's reading level which enables progress towards reading proficiency at a pace that fosters success. Powered by a proprietary software engine, and the [LevelSet™](#); [Lexile® assessment tool](#), Achieve3000 distributes assignments and assessments to an entire class, but tailors them according to each student's Lexile level. This ensures skills mastery, steady growth, and improved test scores, for every student. One motivating news article for the entire class tailored to each student's reading level assures equity for each student. KidBiz3000™, TeenBiz3000® and Empower3000™ deliver daily nonfiction reading content that is precisely and scientifically matched to each student's reading ability. All students in the class read about the same current news events and move through the same five step literacy sequence. However, the article and follow-up activities are matched to each student's individual learning profile.

EyeQ is a universal intervention program that will build student's processing skills needed for reading and learning. By using eyeQ seven minutes, three times a week, your students will develop skills and make physical changes to the brain resulting in permanent changes to their abilities. Through extensive research and testing, the program will significantly increase student's brain's learning and processing ability through a series of high-speed imaging exercises which utilize both graphics and text.

SRA Reading Laboratory programs work by color-coding portions of reading materials according to the reading ability level required. It emphasizes the role of the student in directing his/her own learning, assessing his/her own skills as he/she works his way up through the levels. Teachers' handbooks guide planning, while students' handbooks enable them to keep a record of their own learning. The main textbooks, Power Builders, contain readings grouped according to color-coded levels. Skill Builders contain comprehension, phonics, grammar and vocabulary instruction. Power Builders and Skill Builders are each accompanied by their own Key Cards for testing and scoring. Rate Builders help students develop speed in reading.

Strategic instruction will include silent sustained reading, graphic organizers, question stem planners, read alouds, and other available strategies that will work for building kids' critical literacy skills.

Teachers will supplement the reading programs mentioned above with published materials from Jamestown Series, AMSCO, newspaper and magazine articles, FCAT released tests, EUREKA, PW Impact and other online resources.

Sophomores who hover at the top of level 2 will have instruction driven directly from Achieve 3000, Eye Q and FCAT data.

Juniors and seniors will have materials broken down into simplistic terms based on their previous FCAT data. The instructor's role is to use data about the student's level of comprehension, fluency, vocabulary and writing skills, to think aloud, model and demonstrate to meet individual students' needs. Teachers will utilize the current research on best practices from the Florida Department of Education, Just Read Florida and the reading programs used in the classroom. In addition, class work will be supplemented with activities from the Jamestown series, newspaper and magazine articles, novels for literature circles, Great Source, Scholastic Weekly Reader, Current Events Magazine, USA Today, and Amsco.

Lake Wales High School has gender specific reading classes in the 9th and 10th grade for all level one students. We do offer one mixed gender class as an option for student who prefer not to be in a single gender setting.

READING GOALS FOR SCIENCE

1-Reading graphics.

Focus on:

Different kinds and elements of graphics, the purpose of the graphic, plan how to read the graphic, recognize the organization of the graphic, read for a purpose, and plan ways to connect the graphic to the topic of the lesson. Model how to pause and reflect, reread for information, evaluate the sources, and make critical reading charts as needed.

Identify: bar graphs, cartoons, diagrams, flow charts, line graphs, maps, photographs, pie charts, tables, and timelines

2-Using the textbook

To get the most out of reading, students need to know the elements of their science book, as well as what the parts are designed to do. These include: chapter previews, tables of contents, charts, graphs, footnotes, glossaries, indexes, maps, illustrations and photos, special features like color, pullout boxes, bold print, italics, headings for units, chapters and sections, sidebars, symbols and icons. Focus also on key terms and names, study questions as test stem ideas, and critical thinking questions, and end of chapter reviews.

Teacher modeling of outlining and making flow charts will be done using the text to create an outline will also be demonstrated with leveled text for students who need a great deal of assistance with the reading level of the textbook.

Understanding key words in questions will begin with helping students recognize what they are. Students will have a chart in the classroom to remind them to read the question more than once if needed, plan a way to arrive at the answer, write the answer, and then reread and edit to make sure it is a clear answer that answers the question.

During reading strategies will help students recognize and focus on the intention of key words in assignments. Students will get a key word chart for analyze, compare and contrast, describe, determine, draw conclusions, estimate, evaluate, explain, find, hypothesize, identify, infer, interpret, predict, relate, summarize, and synthesize.

3--Teacher Modeling of think aloud – read out loud from the class text. As you read, stop now and then to voice what you are thinking about as you read. Comprehension "issues" can be demonstrated.

--"I don't know what this second sentence means." (identify occurrence of a comprehension problem)

--"I don't know what the author means by..." (Identify the comprehension problem)

--"_____ is a problem in this paragraph. I think it means..." (Restate a difficult passage or sentence)

--"When I look back to page x it helps me understand..." (Look through the text to find information that may provide a clue to the meaning of a difficult passage or sentence.)

--"After reading the next several paragraphs, I have figured out what I need to know." (Look forward in the text for information that might help solve the comprehension problem.)

READING GOALS FOR SOCIAL STUDIES

1-Reading graphics.

Focus on:

Different kinds and elements of graphics, the purpose of the graphic, plan how to read the graphic, recognize the organization of the graphic, read for a purpose, and plan ways to connect the graphic to the topic of the lesson. Model how to pause and reflect, reread for information, evaluate the sources, and make critical reading charts as needed.

Identify: bar graphs, cartoons, diagrams, flow charts, line graphs, maps, photographs, pie charts, tables, and timelines

2-Using the textbook

To get the most out of reading, students need to know the elements of their social studies book, as well as what the parts are designed to do. These include: chapter previews, tables of contents, charts, graphs, footnotes, glossaries, indexes, maps, illustrations and photos, special features like color, pullout boxes, bold print, italics, headings for units, chapters and sections, sidebars, symbols and icons. Focus also on key terms and names, study questions as test stem ideas, and critical thinking questions, and end of chapter reviews.

3--Teacher Modeling of think aloud – read out loud from the class text. As you read, stop now and then to voice what you are thinking about as you read. Comprehension "issues" can be demonstrated.

--"I don't know what this second sentence means." (identify occurrence of a comprehension problem)

--"I don't know what the author means by..." (Identify the comprehension problem)

--"_____ is a problem in this paragraph. I think it means..." (Restate a difficult passage or sentence)

--"When I look back to page x it helps me understand..." (Look through the text to find information that may provide a clue to the meaning of a difficult passage or sentence.)

--“After reading the next several paragraphs, I have figured out what I need to know.” (Look forward in the text for information that might help solve the comprehension problem.)

ELECTIVE CLASS READING IDEAS

1-Understanding the organization of a language textbook-

- Titles and headings
- Objectives
- Photos and captions
- Key terms and ideas in bold print
- New vocabulary
- Grammar rules(for world language classes)

2-Strategic teaching ideas for helping students master the content include:

- Using webs
- Note-taking
- Study cards

3-After reading strategies

- Look at your notes. Be sure they are clear.
- If your notes are not clear, talk to the teacher to fill in the gaps.
- Try working with a partner and making a game with the new vocabulary.
- Make up a practice test. Use the text, the objectives, and the bold face words to create sample questions for review.
- Make study teams to review class notes, learn vocabulary, and practice before tests.

4-With the assistance of the Literacy Academic Instructional Facilitator, elective class teachers will create plans with best practices in reading, writing and discussion activities. Discovery data and previous FCAT data will drive instructional decisions.

**High Schools Only*

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

Lake Wales High School integrates our career and vocational courses with our English curriculum. Our career academies include Early Childhood, Culinary and Health. This Raises students academic and vocational skills enabling them to succeed in their career or when continuing their education in college or technical school. The integrated curriculum allows students to acquire a more in-depth understanding of academic material and help the students apply what they learn in real life situations.

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?

Academic planning and course selection are discussed beginning in middle school. Around the middle of the year, meetings are held with all eighth graders to discuss what opportunities are available throughout high school. Students are introduced to all career academy options, dual enrollment, Advanced placement, and International Baccalaureate. The advantages are explained for each so students can make an informed decision. The information is also shared with parents through a parent night in the spring so that they can discuss these opportunities with their children to help make the best decision for their child and their child's future. Middle school counselors also help students create a success plan through FACTS.org, which is reviewed with 9th grade students to ensure they have thought through all the graduation requirement pieces.

Beginning in 2011-2012 school year, students will also have access to Naviance to make a success plan for life beyond high school. It will allow students to plan and select colleges and careers that suit their individual needs and personalities. Conferences will also be held with each grade level to ensure planning is guided by the child's professional school counselor. These conferences are done in small group fashion for 9th and 10th graders and are individualized for all Juniors and Seniors.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Lake Wales High School's percentage of graduates who completed a college prep curriculum, graduates who completed at least one level 3 math class, graduates who completed at least one level 3 science class and graduates that completed at least one dual enrollment course are at the district level.

To improve this average, the teachers and professional school counselors are working with students to promote a greater emphasis on Math and Science. All 9th graders will meet revisit and revise their 4 year plan on ePep. Students who are behind their cohort group will have an individual meeting with their professional school counselor sometime within the first 5 weeks of school. These students' grades and attendance will be monitored throughout the year. Dual Enrollment and Advanced Placement opportunities are offered to all students who qualify.

Lake Wales High School is in the implementation stages of our International Baccalaureate Program. The LWHS IB program operates as a school with-in-a-school, with it's own code and curriculum.

In addition to our traditional curriculum, Lake Wales High School has multiple career academies. Our career academies include a small learning community; a college-prep curriculum with a career theme; and partnerships with employers, the community, and higher education.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading			1.1 Lack of student engagement	1.1.1 Differentiated instruction training on providing extension and review opportunities 1.1.2 Teacher training on accommodating and modifying instructional strategies. 1.1.3 Varied presentation of the Next Generation Sunshine State Standards. 1.1.4 Provide real world opportunities to show relevance of material.	1.1 Administration	1.1 Student Success	1.1 Spring 2011 FCAT
<u>Reading Goal #1:</u> By the Spring of 2012, 23% of LWHS FTE 2 and 3 students will score an Achievement Level 3 on the FCAT as reported by 2011 school grade report.							
	2011 Current Level of Performance :*	2012 Expected Level of Performance :*					
	20% (121) students scored AL3	23%					
			1.2 Attendance	1.2.1 Teachers will call parents of students who have missed more than three days. 1.2.2 Teachers will refer truant students to our Attendance dean 1.2.3 Our attendance dean will work with the families of truant students to improve attendance. 1.2.4 Attendance dean will report truant	1.2. Administration	1.2.1 Monthly meeting with PLC's 1.2.2 Weekly administration meetings.	1.2. Attendance records

			students to the Department of Motor Vehicles			
		1.3 Lack of teacher proficiency in utilizing every minute of the class period for instruction	1.3.1 Strategic teaching training for teachers will occur on a regular basis.	1.3 Administration	1.3.1 Observation 1.3.2 Shared best practices	1.3.1 Percentage of teacher participation 1.3.2 Follow up conversations
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading		2.1. Student and teacher level of concern for higher level students reaching or maintaining proficiency.	2.1.1 Strategic teaching training for teachers will occur weekly	2.1 Administrator	2.1.1 Observation 2.1.2 Shared best practices	2.1.1 Percentage of teacher participation 2.1.2 Follow up conversations
Reading Goal #2:						
By the Spring of 2012, 15% of LWHS FTE 2 and 3 students will score an Achievement Level 4 or 5 on the FCAT as reported on our 2012 school grade report.	2011 Current Level of Performance	2012 Expected Level of Performance				
	12% (41) students in 9 th grade and 9% (27) students in 10 th grade scored above proficiency of the 2011 FCAT.	15% for 9 th grade students and 12% for 10 th grade students				
		2.2. Maintaining instructional momentum at the higher levels of Webb's DOK	2.2.1 Strategic teaching training for teachers will occur weekly 2.2.2 Implement use of teacher portfolios that address critical areas of reading development	2.2.1 Administration 2.2.2 Administration	2.2.1 Observation 2.2.2 Shared best practices	2.2.1 Percentage of teacher participation 2.2.2 Follow up conversations
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading		3.1. Low Ach Lvl's from feeder schools	3.1. a) Embedding reading strategies for learning in all classes b) Provide real life opportunities and speakers c) Increase access to technology Home contact (including non-instructional personnel, eg: President of local chapter of NAACP	3.1.	3.1.	3.1.
Reading Goal #3:						
By the Spring of 2012, 45% of LWHS 9 th and 10 th graders will make a Learning Gain in Reading.	2010 Current Level of Performance	2011 Expected Level of Performance				
	42% (249)	45%				
		3.2 Valuing his/her education over pop culture	3.2. a) Embedding reading strategies for learning in all classes b) Provide real life opportunities and speakers c) Increase access to technology Home contact (including non-instructional personnel, eg: President of local chapter of NAACP	3.2.	3.2.	3.2.
		3.3 Lack of	3.3. a) Embedding reading	3.3.	3.3.	3.3.

			opportunities and speakers c) Increase access to technology Home contact (including non-instructional personnel, eg: President of local chapter of NAACP			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u> By the Spring of 2012, the White and Black subgroups will make the percentage gain necessary for Safe Harbor purposes.	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. Attendance White: Black: Hispanic: Asian: American Indian: 5A.1. Home contact (including non-instructional personnel, eg: President of local chapter of NAACP 5A.2. Cross-departmental communication for effective student strategies 5A.3. Research options for colleges and scholarships who accept non-USA citizens	5A.1.	5A.1.	5A.1.
	2011 Current Level of Performance	2012 Expected Level of Performance				
	White: 43% (157) Black: 16% (26)	White: 49% Black: 24%				
		5A.2. Lack of student engagement	5A.2. Home contact (including non-instructional personnel, eg: President of local chapter of NAACP 5A.2. Cross-departmental communication for effective student strategies 5A.3. Research options for colleges and scholarships who accept non-USA citizens	5A.2.	5A.2.	5A.2.
		5A.3. Non-USA Citizens	5A.2. Home contact (including non-instructional personnel, 5A.2. Cross-departmental communication for effective student strategies Eg. President of local chapter of NAACP 5A.3. Research options for colleges and scholarships who accept non-USA citizens	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5B: English Language Learners (ELL)		a)	5B.1.	5B.1.	5B.1.

Reading Goal #5B:						
NA <i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance :*	2012 Expected Level of Performance :*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			a)	5B.2.	5B.2.	5B.2.
			a)	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u>	Reading Goal #5C: Students with Disabilities (SWD)	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
NA <i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance :*	2012 Expected Level of Performance :*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>	Reading Goal #5D: Economically Disadvantaged	5.D.1 Lack of student engagement	5.D.1 .1 Differentiated instruction training on providing extension and review opportunities 5.D.1.2 Teacher training on accommodating and modifying instructional strategies. 5.D.1.3 Varied presentation of the Next Generation Sunshine State Standards. 5.D.1.4 Provide real world opportunities to show relevance of material.	5.D.1 Administration	5.D.1 Student Success	5.D.1 Spring 2011 FCAT
By the Spring of 2012, Economically Disadvantaged students will score Achievement Level 3 or higher on the FCAT as reported by AYP Report.	2011 Current Level of Performance :*	2012 Expected Level of Performance :*				
	27%(110)	34%				
		5.D.2 Attendance	5.D.2.1 Teachers will call parents of students who have missed more than three days. 5.D.2.2 Teachers will refer truant students to	5.D.2 Administration	5.D.2.1 Monthly meeting with PLC's 5.D.2.2 Weekly administration meetings.	5.D.2.1 Attendance records

			our Attendance dean 5.D.2.3 Our attendance dean will work with the families of truant students to improve attendance. 5.D.2.4 Attendance dean will report truant students to the Department of Motor Vehicles			
		5.D.3 Poor student attendance and/or access to additional reading tutoring	5.D.3.1 Teachers will call parents of students who are encouraged to attend additional opportunities for remediation 5.D.3.2 Staff will increase school-wide communication in order to better assist students in need 5.D.3.3 Location of remediation sessions will be offered at multiple sites in order to increase attendance	5.D.3 Administration	5.D.3 Increased student attendance at additional remediation sessions	5.D.3.1 Student Sign In Sheets 5.D.3.2 Teacher portfolios

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Strategies Across Departments			Instructional Staff	Ongoing	Classroom Walk-Through/Lesson Plans	Administration Team
Team Planning	All grades	Department Head	All teachers	Monthly Department meetings	Student Progress data, Collaboration, share best practices	Administration
Teaching strategies	All grades	Administration	All teachers	Early Release PLC meetings	Student Progress data, Collaboration, share best practices	Administration
Strategic Teaching	All grades	Administration	Teacher Volunteers	Weekly	Collaboration, lesson planning, observations, strategic teaching	Administration

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Achieve 3000	Web Based individualized reading and writing instruction solution for grades 9-12 that reaches every student at this or her lexile level.	FTE- General Fund	\$32,000
Read 180	Reading software that allows teachers to	FTE- General Fund	\$2,900

	begin and end each session with whole group instruction that engages the entire class. In between, students break into groups and rotate thru three stations for small group and independent learning.		
EyeQ	Computer based reading improvement and brain enhancement program utilizing high speed imaging exercises including graphics and text.	FTE- General Fund	\$4,000
SRA	Strategy based reading instruction addressing five components of reading.	FTE- General	\$7,000
Subtotal:\$45,900			
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Big Campus	A web-based student/teacher collaboration tool	Private Donor	\$2,400
1:1 iPad implementation	Each student and teacher will have increased access to technology	Private Donor	\$1.2 Million
Subtotal:1,202,400			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
My Big Campus	A web-based student/teacher collaboration tool	Private Donor	\$1,500
Achieve 3000	Web Based individualized reading and writing instruction solution for grades 9-12 that reaches every student at this or her lexile level.	FTE General	\$1,000
EyeQ	Computer based reading improvement and brain enhancement program utilizing high speed imaging exercises including graphics and text.	FTE General	Include in price above
Subtotal:\$2,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$ 1,250,800			

End of Reading Goals

Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics			1.1. Attendance	1.1.1 Teachers will call parents of students who have missed more than three days. 1.1.2 Teachers will refer truant students to our Attendance dean	1.1. Administration	1.1.1 Monthly meeting with PLC's 1.1.2 Weekly administration meetings.	1.1. Attendance records
Mathematics Goal #1:							
By the Spring of 2012, 26% of all 10 th grader students will score AL 3	2011 Current Level of Performance :*	2012 Expected Level of Performance :*					

on the FCAT as indicated by the school grade report.	26 % (77)	29 %		1.1.3 Our attendance dean will work with the families of truant students to improve attendance. 1.1.4 Attendance dean will report truant students to the Department of Motor Vehicles			
			1.2. First year of using a new progress monitoring tool.	1.2. Teacher training to utilize data analysis program of the Discovery Educational Assessment.	1.2. Administration	1.2. Feedback from teachers. Teacher surveys	1.2. Teacher data reports. FCAT results
			1.3. Spring FCAT Math is computerized.	1.3. The baseline testing will be administered on a computer for extra practice.	1.3. Administration	1.3. Completion of baseline testing	1.3. Results on the Spring 2011 FCAT
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics <u>Mathematics Goal #2:</u>			2.1. Attendance	2.1.1 Teachers will call parents of students who have missed more than three days. 2.1.2 Teachers will refer truant students to our Attendance dean 2.1.3 Our attendance dean will work with the families of truant students to improve attendance. 2.1.4 Attendance dean will report truant students to the Department of Motor Vehicles	2.1. Administration	2.1.1 Monthly meeting with PLC's 2.1.2 Weekly administration meetings.	2.1. Attendance records
By the Spring of 2012, 30% of all 10 th grader students will score AL 4 or 5 on the FCAT as indicated by the school grade report.	2011 Current Level of Performance	2012 Expected Level of Performance					
	16% (47)	19%					
			2.2. First year of using a new progress monitoring tool.	2.2. Teacher training to utilize data analysis program of the Discovery Educational Assessment.	2.2. Administration	2.2. Feedback from teachers. Teacher surveys	2.2. Teacher data reports. FCAT results
		2.3. Spring FCAT Math assessment is computerized	2.3. The baseline testing will be administered on a computer for extra practice.	2.3. Administration	2.3. Completion of baseline testing	2.3. Results on the Spring 2011 FCAT	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) <u>Mathematics Goal #3:</u>			3.1 Attendance	3.2 Teachers will call parents of students who have missed more than three days. 3.3 Teachers will refer truant students to our Attendance dean 3.4 Our attendance dean will work with the families of truant students to improve attendance.	1.1. Administration	1.1. Monthly meeting with PLC's 1.2 Weekly administration meetings.	1.1. Attendance records
By the Spring of 2011, 73% of all 10 th grader students will make a learning gain on the FCAT as indicated by the school grade report.	2011 Current Level of Performance	2012 Expected Level of Performance					
	70 % (208)	73%					

				3.5 Attendance dean will report truant students to the Department of Motor Vehicles			
			3.2. Student Motivation	3.2.1 Differentiated instruction training on providing extension and review opportunities 3.2.2 Teacher training on accommodating and modifying instructional strategies. 3.2.3 Varied presentation of the Next Generation Sunshine State Standards. 3.2.4 Provide real world opportunities to show relevance of material.	3.2. Administration	3.2. Student success	3.2. Spring 2011 FCAT
			3.3. Spring FCAT Math is computerized	3.3. The baseline testing will be administered on a computer for extra practice.	3.3. Administration	3.3. Completion of baseline testing	3.3. Results on the Spring 2011 FCAT
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics			4.1 Attendance	4.1.1 Teachers will call parents of students who have missed more than three days. 4.1.2 Teachers will refer truant students to our Attendance dean 4.1.3 Our attendance dean will work with the families of truant students to improve attendance. 4.1.4 Attendance dean will report truant students to the Department of Motor Vehicles	4.1. Administration	4.1.1 Monthly meeting with PLC's 4.1.2 Weekly administration meetings.	4.1. Attendance records
<u>Mathematics Goal #4:</u> By the Spring of 2012, 64% of all 10 th grader students will score AL 4 or 5 on the FCAT as indicated by the school grade report.			2011 Current Level of Performance :*	2012 Expected Level of Performance :*			
			61% (181)	64%			
			4.2. Student Motivation	4.2.1 Varied presentation of the Next Generation Sunshine State Standards. 4.2.2 Differentiated instruction training on providing extension and review opportunities 4.2.3 Teacher training on accommodating and modifying instructional strategies. 4.2.4 Provide real world opportunities to show relevance of material.	4.2. Administration	4.2. Student success/ Teacher class data	4.2.1 Administrative observations and evaluations 4.2.2 Spring 2011 FCAT
			4.3. Students will take the Math FCAT on a computer.	4.3. The baseline testing will be administered on a computer for extra practice.	4.3. Administration	4.3. Completion of baseline testing	4.3. Results on the Spring 2011 FCAT
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1 Attendance	5A.1 Teachers will call parents of students who have missed more than three days. 5A.2 Teachers will refer truant students to our Attendance dean 5A.3 Our attendance dean will work with the families of truant students to improve attendance. 5A.4 Attendance dean will report truant student to the Department of Motor Vehicles	5A.1. Administration	5A.1.1 Monthly meeting with PLC's 5A.1.2 Weekly administration meetings.	5A.1. Attendance records	
	By the Spring of 2011, all subgroups will attain AYP through safe harbor as reported by the Florida School AYP report	2011 Current Level of Performance :*	2012 Expected Level of Performance :*					
		White:63%, (95) Black:40%(34) Hispanic: NA Asian: NA American Indian: NA	White: 68% Black: 56% Hispanic: NA Asian: NA American Indian: NA					
			5A.2. Student Motivation	5A.2.1 Differentiated instruction training on providing extension and review opportunities 5A. 2.2 Teacher training on accommodating and modifying instructional strategies. 5A.2.3 Varied presentation of the Next Generation Sunshine State Standards. 5A.2.4 Provide real world opportunities to show relevance of material.	5.A.2. Administration	5.A.2. Student success	5.A.2 Administrative observations and evaluations. 5.A.2. Spring 2011 FCAT	
			5.A.3. Students will take the Math FCAT on a computer.	5.A.3. The baseline testing will be administered on a computer for extra practice.	5.A.3. Administration	5.A.3. Completion of baseline testing	5.A.3. Results on the Spring 2011 FCAT	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
	NA <i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance :*	2012 Expected Level of Performance :*					
		<i>Enter numerical data for current level of performance</i>	<i>Enter numerical data for expected level of performance</i>					

	<i>in this box.</i>	<i>in this box.</i>					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5C:</u>	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
NA <i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance	2012 Expected Level of Performance					
	.*	.*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5D:</u>	Mathematics Goal #5D: Economically Disadvantaged		5D.1 Attendance	5D1.1 Teachers will call parents of students who have missed more than three days. 5D1.2 Teachers will refer truant students to our Attendance dean. 5D 1.3 Our attendance dean will work with the families of truant students to improve attendance. 5D1.4 Attendance dean will report truant students to the Department of Motor Vehicles	5D.1 Administration	5D.1.1 Monthly meeting with PLC's 5D.1.2 Weekly administration meetings.	5D.1 Attendance records
By the Spring of 2012, all subgroups will attain AYP through safe harbor as reported by the Florida School AYP report	2010 Current Level of Performance	2011 Expected Level of Performance					
	.*	.*					
	54% o(107	59 %					
			5D.2. Student Motivation	5D.2.1 Differentiated instruction training on providing extension and review opportunities 5D.2.2 Teacher training on accommodating and modifying instructional strategies. 5D.2.3 Varied presentation of the Next Generation Sunshine State Standards.	5D.2 Administration	5D.2 Student success	5D .2.1 Administrative observations and evaluations. 5D.2.2 Spring 2011 FCAT

			5D.2.4 Provide real world opportunities to show relevance of material.			
		5D.3 Students will take the Math FCAT on a computer.	5D.3 The baseline testing will be administered on a computer for extra practice.	5D.3 Administration	5D.3 Completion of baseline testing	5D.3 Results on the Spring 2011 FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Team Planning	All grades	Department Head	All Math teachers	Weekly PLC meetings	Student Progress data, Collaboration, share best practices	Administration
Teaching strategies	All grades	Administration	All teachers	Early Release PLC meetings	Student Progress data, Collaboration, share best practices	Administration

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Acaletics	Research based results oriented supplement instructional material and workbook.	FTE General	\$15,000
			Subtotal:\$15,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Big Campus	A web-based student/teacher collaboration tool	Private Donor	\$2,400
1:1 iPad implementation	Each student and teacher will have increased access to technology	Private Donor	\$1.2 Million
			Subtotal:1,202,400
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Acaletics	Research based results oriented supplement instructional material and workbook.	FTE -General	\$5,000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1,222,400

End of Mathematics Goals

Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1: By the Spring of 2012, 22% of all 11 th grade students will score AL 3 on the FCAT as indicated by the school grade report.			1.1. Attendance	1.1.1 Teachers will call parents of students who have missed more than three days. 1.1.2 Teachers will refer truant students to our Attendance dean 1.1.3 Our attendance dean will work with the families of truant students to improve attendance. 1.1.4 Attendance dean will report truant students to the Department of Motor Vehicles	1.1. Administration	1.1.1 Monthly meeting with PLC's 1.1.2 Weekly administration meetings.	1.1. Attendance records			
<table border="1"> <tr> <td>2011 Current Level of Performance</td> <td>2012 Expected Level of Performance</td> </tr> <tr> <td>21% (46) students</td> <td>24% %</td> </tr> </table>	2011 Current Level of Performance	2012 Expected Level of Performance	21% (46) students	24% %		1.2. Availability of science labs	1.2. Teachers share science labs	1.2. Administration	1.2. Science classes must meet a lab requirement	1.2. Administration observations and evaluations.
	2011 Current Level of Performance	2012 Expected Level of Performance								
	21% (46) students	24% %								
	1.3. Student motivation	1.3.1. Differentiated instruction training on providing extension and review opportunities 1.3.2 Teacher training on accommodating and modifying instructional strategies. 1.3.3 Provide real world opportunities to show relevance of material.	1.3. Administration	1.3. Student success	1.3.1 Administrative observations and evaluations. 1.3.2 Spring 2011 FCAT					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: By the Spring of 2012, 6% of all 11 th grade students will score AL 4 or 5 on the FCAT as indicated by the school grade report.			2.1. Attendance	2.1.1 Teachers will call parents of students who have missed more than three days. 2.1.2 Teachers will refer truant students to our Attendance dean 2.1.3 Our attendance dean will work with the families of truant students to improve attendance. 2.1.4 Attendance dean will report truant students to the Department of Motor Vehicles	2.1 Administration	2.1.1 Monthly meeting with PLC's 2.1.2 Weekly administration meetings.	2.1 Attendance records			
<table border="1"> <tr> <td>2011 Current Level of Performance</td> <td>2012 Expected Level of Performance</td> </tr> <tr> <td>3% or (7)</td> <td>6 %</td> </tr> </table>	2011 Current Level of Performance	2012 Expected Level of Performance	3% or (7)	6 %		2.2. Availability of science labs	2.2 Teachers share science labs	2.2 Administration	2.2. Science classes must meet a lab requirement	2.2.1 Administration
	2011 Current Level of Performance	2012 Expected Level of Performance								
3% or (7)	6 %									

						observations and evaluations.
						2.2.2 Spring FCAT Science Assessment
		2.3	2.3	2.3	2.3	2.3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Team Planning	All grades	Department Head	All Science teachers	Weekly PLC meetings	Student Progress data, Collaboration, share best practices	Administration
Teaching strategies	All grades	Administration	All teachers	Early Release PLC meetings	Student Progress data, Collaboration, share best practices	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Big Campus	A web-based student/teacher collaboration tool	Private Donor	\$2,400
1:1 iPad implementation	Each student and teacher will have increased access to technology	Private Donor	\$1.2 Million
Subtotal:			1,202,400
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
			Total: 1,202,400

End of Science Goals

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1: By the Spring of 2012, LWHS' 10 th Grade students will maintain AYP status by scoring an Essay Score of 3.0 or higher on the FCAT Writing Assessment as			1.1 Lack of student engagement	1.1.1 Cross Curricular Writing 1.1.2 Differentiated instruction training on providing extension and review opportunities 1.1.3 Teacher training on accommodating and modifying instructional strategies. 1.1.4 Varied presentation of the Next Generation Sunshine State Standards. 1.1.5 Provide real world opportunities to show relevance of material. 1.1.6 Work on clarity, quality of sentences, build vocabulary and intensive grammar.	1.1 Administration	1.1 Student Success 1.2 Monitor Student Writing Portfolios	1.1 Spring 2011 FCAT	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*	93%						90% or higher
By the Spring of 2012, LWHS' 10 th Grade students will maintain AYP status by scoring an Essay Score of 3.0 or higher on the FCAT Writing Assessment as								
			1.2 Attendance	1.2.1 Teachers will call parents of students who have missed more than three days. 1.2.2 Teachers will refer truant students to our Attendance dean 1.2.3 Our attendance dean will work with the families of truant students to improve attendance. 1.2.4 Attendance dean will report truant students to the Department of Motor Vehicles	1.2 Administration	1.2.1 Monthly meeting with PLC's 1.2.2 Weekly administration meetings.	1.2 Attendance records	
			1.3. Finding purpose for writing,	1.3. Teachers will create lessons that build a purpose for writing.	1.3.1 Reading AIF 1.3.2 English Department Head	1.3.1 Student Success 1.3.2 Student Writing Portfolios	1.3. Spring 2011 FCAT Writing Test	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A: By the Spring of 2012, ethnic subgroups will maintain AYP status by the			Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. Administration	2A.1. Student Success	2A.1.1 Internal Writing Assessments 2A.1.2 Spring 2011 FCAT Writing Test	
2011 Current Level of Performance:*			2012 Expected Level of Performance:*		2A.1. White: Difference between informal and formal register. Black: Difference between informal and formal register. Hispanic: Language barriers exist, especially when words look	2A.1. White: Teachers will hold writing conferences with individual students to describe the difference between informal and formal register. Black: Teachers will hold writing conferences with individual students to describe the difference	2A.1.1 Internal Writing Assessments 2A.1.2 Spring 2011 FCAT Writing Test	

percentages indicated in the next column as reported by AYP Report.	<i>Enter numerical data for current level of performance in this box.</i> White: 97% (138) Black: 88% (65) Hispanic: 88% (29) Asian: N/A American Indian:N/A	<i>Enter numerical data for expected level of performance in this box.</i> White: 90% Black: 89% Hispanic: 89% Asian: N/A American Indian: N/A	the same but have different meanings. Asian:N/A American Indian:N/A	between informal and formal register. Hispanic: Teachers will deeply embed vocabulary in their instruction so words become familiar.			
			2A.2. Student Engagement	2A.2. Create Real-World base writing assignments	2A.2. Dept. Head	2A.2. Student Success	2A.2. Internal Assignments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2B: English Language Learners (ELL)		2.B.1 Language	2.B.1 Teachers will provide assistance for students using visual aids as needed 2.B.2 Accommodations as needed 2.B.3 Build Vocabulary	2.B.1 Teacher	2.B.1 Student Improvement	2.B.1 Internal Assignments
<u>Writing Goal #2B:</u> N/A	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
			2.B.2 Attendance	2B.2.1 Teachers will call parents of students who have missed more than three days. 2B.2.2 Teachers will refer truant students to our Attendance dean 2B.2.3 Our attendance dean will work with the families of truant students to improve attendance. 2B.2.4 Attendance dean will report truant students to the Department of Motor Vehicles	2B.2Administration	2B.2.1 Monthly meeting with PLC's 2B.2.2 Weekly administration meetings.	2B.2 Attendance records
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2C: Students with Disabilities (SWD)		2.C.1 Individual Learning Disabilities	2.C.1 Modify assignments to reflect needs	2.C.1 Teacher 2.C.2 ESE Coordinator/ Facilitator	2.C.1 Student Improvement	2.C.1 Completion of Internal Assignments
<u>Writing Goal #2C:</u> N/A	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Big Campus	A web-based student/teacher collaboration tool	Private Donor	\$2,400
1:1 iPad implementation	Each student and teacher will have increased access to technology	Private Donor	\$1.2 Million
			Subtotal:1,202,400
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$1,202,400

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Monitoring	Process Used to Determine Strategy	Evaluation Tool
Attendance Goal #1:			.1 Inaccurate Teacher Attendance Recording .2 Low Student/parent motivation	1.1 Increase parent contact 1.2 Hire full-time Attendance 1.3 Offer positive weekly notices for the week. 1.4 Monitor mentoring program 1.5 Implement attendance call 1.6 Continue offering access to rough Parent Internet Viewer 1.7 Offer parent sign up for front office and during open 1.8 Late start time 1.9 Monitor Teacher attendance 1.10 Reevaluate attendance 1.11 Attendance requirements changes in LWHS Application	Administration Parent Contact Duty	1.1 Teacher rotation 1.2 Decreased 1.3 Increase first period. 1.4 Increased and positive 1.5 Increased 1.6 Increased messaging system 1.7 Usage 1.8 Decreased 1.9 Signed attendance contracts	1.1 Teacher to admin. 1.2 Attendance 1.3 Observation 1.4 Mentor Logs and 1.5 Attendance 1.6 Usage reports 1.7 Attendance 1.8 Parent Contact
We will increase our daily attendance by 1% for the school year.	1 Current 93.22% (1,139)	2 Expected 94.22%					
	1 Current Number Excessive Absences (10 or more) Enter numerical data for absences in this box	2 Expected Number Excessive Absences (or more) Enter numerical data for absences in this box.					
	1 Current Number Excessive Tardies (10 or more) Enter numerical data for students tardy in	2 Expected Number Excessive Tardies (10 or more) Enter numerical data for students tardy in this					
			1. Increase parent contact	2. Administration	2. Increase in	2. Tardy Report	

			2 Hire full-time Attendance 3 Offer a positive weekly no absences for the week 4 Monitor mentoring program 5 Activate attendance call out 6 Continue offering access toough Parent Internet Viewer		pass on time	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle	All grades	Network Manager	All teachers	Once each semester, as needed	Observation, monitoring attendance through Pinnacle	Attendance Dean

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Connect Ed	Attendance call out system	General Budget	\$4,000
Subtotal:4,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$4,000			

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Suspension Suspension Goal #1:			1.1. Social networking (Facebook/mys pace, etc.) 1.2 Student conflicts	1.1. Train students about proper usage of technology 1.2 Peer Mediation	1.1. APA 1.2 Sponsors/ Administration and students	1.1. Decrease in incidents related to social networking 1.2 Decrease amounts of fights	1.1.1 Student discipline data 1.1.2 Staff and student reports
The number of out-of-school suspensions will be reduced by 10%.	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions					
	NA- LWHs does not have an In School Suspension program.	Enter numerical data for expected number of in-school suspensions					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
	Enter numerical data for current number of students suspended in-school	Enter numerical data for expected number of students suspended in-school					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	654	589					
	2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
	Enter numerical data for current number of students suspended out- of- school	Enter numerical data for expected number of students suspended out- of- school					
			1.3 Inexperienced teachers and subs	1.3. Extensive, ongoing training for both teachers and substitutes related to school policies and classroom management	1.3. Administration	1.3. Decrease in discipline referrals written by inexperienced teachers or subs	1.3. Student discipline data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Substitute Teacher Training	Substitutes	Superintendent	All substitutes	Monthly	Observation	Administration
New Teacher	New	Superinten	All new teachers	Monthly	Observation, share best	Administration

Training	Teachers	dent			practices	
Classroom Management	All grades	Administration	All teachers	Early Release meetings	Student Progress data, Collaboration, Observation	Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Classroom Management	55 Essentials.	Title II Grant	\$7,000
			Subtotal: 7,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$7,000

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

DROPOUT PREVENTION GOAL(S)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1 Attendance	1.1.1 Teachers will call parents of students who have missed more than three days. 1.1.2 Teachers will refer truant students to our Attendance dean 1.1.3 Our attendance dean will work with the families of truant students to improve attendance. 1.1.4 Attendance dean will report truant students to the Department of Motor Vehicles	1.1 Administration	1.1.1 Monthly meeting with PLC's 1.1.2 Weekly administration meetings.	1.1 Attendance records
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>							
By June 2012, we will decrease the drop-out rate by 1% and increase our graduation rate by 1%.	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*					
	Not Available at this time..	4% (10)					

	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*					
	Not Available at this time	78% (240)					
			1.2. Poor economic and family conditions	1.2.1 Implement a mentoring program to support struggling students 1.2.2 Create an RtI position to monitor and support at-risk students	1.2.1 Mentor Coordinator 1.2.2 Administration	1.2.1 Increased student attendance 1.2.2 Student success	1.2.1 Attendance records 1.2.2 Student Grades
			1.3. Teen Pregnancy	1.3. Implement teen parent program	1.3.1 Teen Parent Coordinator 1.3.2 School Nurse	1.3. Student and infant attendance	1.3. Attendance records

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

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

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Young Leaders Program	Support program for at-risk students	General Budget	\$5,000
Teen Parent Program	Childcare support for teen parents	General Budget	\$20,000
Highlander Bridges Program	Support program for at-risk students	General Budget	\$3,000
Subtotal:			28,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Naviance	A web based program that engages students and parents, increases rigor and improves communication while helping students explore post secondary options.	FTE General	\$7,000
Subtotal:			\$7,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$35,000			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Poor attendance	1.1.1 Offer a meal, prizes, other incentives 1.1.2 Keep meetings and workshops under an hour and a half 1.1.3 Communicate through every avenue (individual calls to families by the staff, website, marquee, newspaper)	1.1. Assistant Principal for Curriculum, Mentor Coordinator, RtI Coordinator, Guidance Counselor, Department Head	1.1. Number of families in attendance	1.1. Sign in sheet and evaluation of the workshop
Provide high interest, relevant workshops and opportunities for involvement that appeal to parents and are offered at convenient times. <i>Enter narrative for the goal in this box.</i>	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*					
			1.2 Transportation	1.2.1 Hold workshops at other locations in the community 1.2.2 Offer video of workshop on school website	1.2 Assistant Principal for Curriculum, Mentor Coordinator, RtI Coordinator, Guidance Counselor, Department Head	1.2 Number of families in attendance	1.2 Sign in sheet and evaluation of the workshop
			1.3 Time of Day	1.3.1 Offer workshops at multiple times (morning, afternoon, evening) 1.3.2 Keep meetings and workshops under an hour and a half	1.3 Assistant Principal for Curriculum, Mentor Coordinator, RtI Coordinator, Guidance Counselor, Department Head	1.3 Number of families in attendance at various times of the day. Analyze to see which times are best.	1.3 Attendance count at various times of the day

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communication	All grades	APC	School-wide	Once each semester	Contact Logs	Administration

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Connect Ed	Attendance call out system	General Budget	\$4,000
Naviance	A web based program that engages students and parents, increases rigor and improves communication while helping students explore post secondary options.	FTE General	\$7,000
			Subtotal:\$ 11,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Meetings and Events	Opportunities for parents to attend school sponsored events	Internal Budget	\$750
Staff Home Visits	Staff members were bussed into local communities and made home visits	General Budget	\$500
			Subtotal:1,250
			Total: 12,250

End of Parent Involvement Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: :\$ 1,250,800
Mathematics Budget	Total:20,000
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:4,000
Suspension Budget	Total: \$7,000
Dropout Prevention Budget	Total:\$ 28,000
Parent Involvement Budget	Total:\$ 8,250
Additional Goals	Total:
	Grand Total:\$ 1,318,050

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input checked="" type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

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

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

No

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

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

Describe projected use of SAC funds.	Amount