

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: POINCIANA HIGH SCHOOL

District Name: Osceola

Principal: Mrs. Belynda Pinkston

SAC Chair: Patricia Orellana

Superintendent: Terry Andrews

Date of School Board Approval:

Last Modified on: 9/13/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 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)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mrs. Belynda Pinkston	B.A. History; M.Ed Educational Leadership Certifications: Principal All Levels; Educational Leadership All Levels; History 6-12	3	14	Poinciana High School 2010-2011 AYP-No School Grade- Pending Poinciana High School 2009-2010 AYP-No School Grade- B Jones High School 2008-2009 AYP-No School Grade-D 2007-2008 AYP-No School Grade D Boone High School 2006-2007 AYP-No School Grade- B 2005-2006 AYP-Provisional School Grade-B 2004-2005 AYP-Provisional School Grade-B 2003-2004

					AYP-No School Grade-C
Assis Principal	Mr. Lance Seeright	B. A. History; M.Ed. educational Leadership. Certifications: Educational Leadership K-12; Social Science 6-12; Exceptional Student Education K-12	11	4	Poinciana High School 2010-2011 AYP-No School Grade- Pending Poinciana High School 2009-2010 AYP-No School Grade- B 2008-2009 AYP-No School Grade-F 2007-2008 AYP-No School Grade-D 2006-2007 AYP-No School Grade-F 2005-2006 AYP-No School Grade-C 2004-2005 AYP-No School Grade-C 2003-2004 AYP-No School Grade-C 2002-2003 AYP-No School Grade-D
Assis Principal	Dr. Nancy Lewis	Ph.D. Curriculum and Instruction; M. S. Elemenatry Education, B.A. Elementary Education. Certifications: Educational Leadership All Levels; Reading Endorsement; Elementary 1-6	3	11	Poinciana High School 2010-2011 AYP-No School Grade- Pending Poinciana High School 2009-2010 AYP-No School Grade- B
Assis Principal	Mrs. Ivonne Sardinas	B.S. Secondary Education; B. A. Political Science and History; M.Ed. Educational Leadership. Certifications: Educational Leadership K-12; School Principal ALL Levels; Social Science 6-12	9	7	Poinciana High School 2010-2011 AYP-No School Grade- Pending Poinciana High School 2009-2010 AYP- No School Grade- B 2008-2009 AYP-No School Grade- F 2007-2008 AYP-No School Grade-D 2006-2007 AYP-No School Grade-F 2005-2006 AYP-No School Grade-C 2004-2005 AYP-No School Grade-C 2003-2004 AYP-No School Grade-C

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)	# of Years at Current School	# 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)
		B.Sc Physics M.Sc Physics M.Ed. Secondary Education Ed.D			Poinciana High School 2010-2011 AYP-No School Grade- Pending Poinciana High School

Science	Dr. Doss Sowri	Organizational Leadership Certification: Physics (6-12) Educational Leadership (All levels)	3	4	2009-2010 AYP-NO School Grade- B 2008-09 Evans High School Grade "D" AYP-No 2007-08 Evans High School, Grade "D" AYP-No
Reading	Ms. Loretta Harris	Elementary Education, B.S., Ed Leadership M.Ed., Reading/ ESOL Endorsement	2	2	Poinciana High School 2010-2011 AYP-NO School Grade- Pending Celebration High School Grade D: 2007-2008 Total Reading Gain Met – 22 out of 57 (38%) *Lowest Quartile - 2 out of 9 (10%); No AYP Grade D: 2008-2009 Total Reading Gain Met – 33 out of 82 (40%) *Lowest Quartile – 9 out of 33 (27%) No AYP Grade N/A: 2009-2010 Total Reading Gain Met – 29 out of 80 (36%) *Lowest Quartile – 9 out of 29 (31%) No AYP
Mathematics	Ms. Andrea Nicole Johnson	Bachelor of Science in Business Administration Master of Education in Educational Leadership	2	4.5	Oakridge High School 07-08 School Year school grade: D No AYP 55% Meeting High Standards in Math 76% Making Learning Gains in Math 73% Lowest 25% Making Learning Gains in Math 08-09 School Year school grade: D No AYP 55% Meeting High Standards in Math 72% Making Learning Gains in Math 74% Lowest 25% Making Learning Gains in Math 09-10 School Year School grade: Pending No AYP 53% Meeting High Standards in Math, 69% Making Learning Gains in Math 67% Lowest 25% Making Learning Gains in Math Poinciana High School 2010-2011 AYP-NO School Grade- Pending

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	Team Eagles	Dr. Doss Sowri and Mrs. Ivonne Sardinas	June 2012	
2	Development of Teacher Leaders	Dr. Nancy Lewis	June 2012	
3	Provide all teachers with the necessary resources	Poinciana High School Administration	June 2012	
4	Provide ongoing, job-embedded professional development	Poinciana High School Administration and Coaches	June 20112	
5	Osceola Job Fair	District	May 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
Elizabeth Nicolai	English	English	Pursuing ESOL endorsement

Victoria McDonald	English	English	Pursuing ESOL endorsement
Kevin Steinhauser	English	English	Pursuing ESOL endorsement
Krystal Young	English	English	Pursuing ESOL endorsement
Sina Vincutonis	Business Education, (grades 6 - 12) Elementary Education, (grades K - 6) World Language - German, (grades K - 12)	German and Reading	Pursuing Reading endorsement
Alfred Taylor	English	English	Pursuing ESOL endorsement
Kimra Stout	English	Reading	Pursuing Reading endorsement
Dana Simmons	English	Reading	Pursuing Reading endorsement and ESOL endorsement
Sharon Link	English and Reading	Reading	Pursuing ESOL endorsement
Vanessa Gray	English	English	Pursuing ESOL endorsement
Jim Ellis	English	Reading	Pursuing Reading endorsement

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
83	6.0%(5)	34.9%(29)	44.6%(37)	14.5%(12)	26.5%(22)	85.5%(71)	6.0%(5)	0.0%(0)	12.0%(10)

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
Brian Farwell	Amber Gilbreath	Math Department	Classroom Observations, Collaboration, New-teacher meetings
Carlos Duran	Eli Hause/ Michael Slanker	Science Department	Classroom Observations, Collaboration, New-teacher meetings
Steve Virkler	Tyler Flowers	Science Department	Classroom Observations, Collaboration, New-teacher meetings
Jennifer Farwell	Carlos Remolina	Social Studies Department	Classroom Observations, Collaboration, New-teacher meetings
Brenda McLaughlin	Sharon Link/Dana Simmons/Kimra Stout	Reading Department	Classroom Observations, Collaboration, New-teacher meetings
Christina Zigo	Summer Linville	ESE Department	Classroom Observations, Collaboration, New-teacher meetings
Stephanie Grendell	Alfred Taylor/Vanessa Gray	Language Arts Department	Classroom Observations, Collaboration, New-teacher meetings

Sina Vincutonis	Marie Francois	Foreign Language Department	Classroom Observations, Collaboration, New-teacher meetings
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Jamerson Jones (coach)
Patricia Rodriguez
Anthony Cook
Theresa Glasco
Victoria McDonald
Brian Farwell
Yolanda Newton
Steve Virkler
Jennifer Farwell
Angela Smith

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 RTI team meets once a month as a PLC to discuss school-wide interventions and data. The goal of the RTI team is to make sure that all data collected is used to drive instruction throughout the school.

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?

The team will display the data regularly and hold professional development on how RTI relates to the school. The RTI team can help the school reach its goals on the School Improvement plan.

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.

The RTI team utilizes all district data resources, such as Data Director, ODMS, Fair, Formative Assessments (content area), end of quarter exams (content area), teen biz, read 180, I Can Learn, Pinnacle, and TERMS

Describe the plan to train staff on RtI.

Professional Development for RTI will focus on how to use the data to drive instruction. Additional professional development will focus on What is RTI and the different steps.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Belynda Pinkston- Principal
Nancy Lewis- Assistant Principal
Ivonne Sardinas- Assistant Principal
Lance Seeright- Assistant Principal
Patricia Rodriguez- ESE Teacher
Kevin Steinhauer- Language Arts Teacher
Doris Cobb- Media Specialist
Maria Rodriguez- Voc Tech Teacher
Brenda McLaughlin- Reading Teacher
Carolos Duran- Science Teacher
Hugo Cuenca- Math Teacher
James Thompson- Drama Teacher

Loretta Harris- Reading Coach
Andrea Johnson- Math Coach
Dr. Dos Sowri- Science Coach

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

Meet on a monthly basis to provide dialogue on the implementation of reading across the content with LFS Strategies. One of the major functions of the LLT is to work with the professional development needs of the faculty members as a whole.

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

Supporting the implementation of LFS across the school, as well as the implementation of reading and writing across all areas. The LLT will be a guiding force in planning and implementing professional development of the LFS strategies and reading across all areas.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

All teachers are trained in Learning Focused Strategies which include writing, summarizing, vocabulary in context, extended thinking, and advance organizers. All of the elective, non-core teachers have been trained in CRISS strategies. There is a group of teachers and administrator that will complete this year CAR-PD.

*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?

The school has adopted three academies: Finance Academy, STEM Academy, and Nursing Academy, with the adoption of these three academies the student has the opportunity to complete internships in the different areas and see the relationship between the subjects and their future.

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?

With the assistance of the counselors, students are guided according to their choice of their future career. Counselor meet with the students to do credit check as well as to plan the student's high school academic path.

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 School Feedback Report

We are stretching and challenging our student through rigorous curriculum in part by implementing as many AP Courses as necessary. We are continuing our partnership with Valencia Community College in which gives our students the option and support of Dual Enrollment.

Our goal is to increase in number of students performing at a level 3 or better in Reading and Mathematics.

All 9th, 10th grade and selected 11th grade students will take PSAT .

Provide SAT/ACT Prep courses

Provide Math for College Success and English 4 College Prep courseS

Continue with IMPACT for credit recovery for graduation

Offer CPT testing and remediation courses for College Readiness

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Increase by 3% points the number of students who are at the proficient level in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
29%	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration classroom</p> <p>7. Teen Biz</p>	<p>1. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>2. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>3. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>4. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>5. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>6. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>7. Assessing Administrator-Literacy Coach-Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-</p>

	7. Reading Across the Curriculum		Formative Assessments- FCIM Mini Assessments- ELLIS-Teen Biz-
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Increase the percent of students scoring levels 4 and 5 in reading on the FCAT by 2% points.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
6.025%	8%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>2-3-4-5. Enrollment in AP</p> <p>2-3-4-5. AP teacher training</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration</p>	<p>1. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>2. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>3. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>4. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>5. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>6. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>7. Assessing Administrator- Literacy Coach- Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-Formative Assessments-FCIM Mini</p>

	classroom			Assessments-ELLIS-Teen Biz
	7.Teen Biz			
	7.Reading Across the Curriculum			

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Increase by 4% points the number of students making learning gains in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
43% of students tested made learning gains in reading	47% of students tested will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model". 2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques. 3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions. 4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities. 5. Lack of evidence of data-driven, small group differentiated instruction. 6. Inconsistent integration of writing processes into reading instruction. 7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.	1. Reading Coach will provide support to teachers on the "Gradual Release Model" 2-3-4-5. All students who scored level one or two are in reading classes. 2-3-4-5. Continue with the implementation of LFS in all areas 2-3-4-5. Implement Marzano strategies 2-3-4-5. Teacher data chats 2-3-4-5. ESE teachers in content PLCs 2-3-4-5. Reading Coach will schedule and provide modeling 6. Guided study 6. Continue with the implementation of LFS in all areas 6. Implement Marzano strategies 7. Reading Coach will establish a demonstration classroom 7. Teen Biz 7. Reading Across the	1. Assessing Administrator-Literacy Coach-Dept. Head 2. Assessing Administrator-Literacy Coach-Dept. Head 3. Assessing Administrator-Literacy Coach-Dept. Head 4. Assessing Administrator-Literacy Coach-Dept. Head Assessing Administrator-Literacy Coach-Dept. Head 5. Assessing Administrator-Literacy Coach-Dept. Head 6. Assessing Administrator-Literacy Coach-Dept. Head 7. Assessing Administrator-Literacy Coach-Dept. Head	1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA 2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA 3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA 4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA 5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA 6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA 7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA	1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz- 2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz- 3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz- 4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz- 5. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz- 6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz- 7. FAIR-FCAT-Formative Assessments-

	Curriculum		FCIM Mini Assessments- ELLIS-Teen Biz-
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	Increase by 3% points the number of students in the lowest quartile making learning gains in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
42%	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration classroom</p> <p>7. Teen Biz</p> <p>7. Reading Across the Curriculum</p>	<p>1. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>2. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>3. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>4. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>5. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>6. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>7. Assessing Administrator- Literacy Coach- Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p>

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):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	There will be a 3% point increase of students in all subgroups making AYP.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 58% Black: 31% Hispanic: 42% Asian: 50%	White: 61% Black: 34% Hispanic: 45% Asian: 53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration classroom</p> <p>7. Teen Biz</p> <p>7. Reading Across the Curriculum</p>	<p>1. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>2. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>3. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>4. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>5. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>6. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>7. Assessing Administrator-Literacy Coach-Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p>

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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	3 percent point increase in the number of ELL students making AYP
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
36%	39%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration classroom</p> <p>7. Teen Biz</p> <p>7. Reading Across the Curriculum</p>	<p>1. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>2. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>3. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>4. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>Assessing Administrator-Literacy Coach-Dept. Head</p> <p>5. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>6. Assessing Administrator-Literacy Coach-Dept. Head</p> <p>7. Assessing Administrator-Literacy Coach-Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p>

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Three percent points increase in the number of SWD making AYP
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
26%	29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration classroom</p> <p>7. Teen Biz</p> <p>7. Reading Across the Curriculum</p>	<p>1. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>2. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>3. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>4. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>5. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>6. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>7. Assessing Administrator- Literacy Coach- Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p>

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Four percent points increase in the number of economically disadvantaged students making AYP
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
43%	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Inconsistent evidence of teacher utilizing the guided practice component of the "Gradual Release Instructional Model".</p> <p>2. Inconsistent evidence of teachers utilizing higher order questioning strategies and techniques.</p> <p>3. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.</p> <p>4. The lack of utilization of high cognitive tasks and assessments, including extended thinking activities.</p> <p>5. Lack of evidence of data-driven, small group differentiated instruction.</p> <p>6. Inconsistent integration of writing processes into reading instruction.</p> <p>7. Lack of evidence utilizing Benchmarks mini-assessments data to monitor student progress.</p>	<p>1. Reading Coach will provide support to teachers on the "Gradual Release Model"</p> <p>2-3-4-5. All students who scored level one or two are in reading classes.</p> <p>2-3-4-5. Continue with the implementation of LFS in all areas</p> <p>2-3-4-5. Implement Marzano strategies</p> <p>2-3-4-5. Teacher data chats</p> <p>2-3-4-5. ESE teachers in content PLCs</p> <p>2-3-4-5. Reading Coach will schedule and provide modeling</p> <p>6. Guided study</p> <p>6. Continue with the implementation of LFS in all areas</p> <p>6. Implement Marzano strategies</p> <p>7. Reading Coach will establish a demonstration classroom</p> <p>7. Teen Biz</p> <p>7. Reading Across the Curriculum</p>	<p>1. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>2. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>3. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>4. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>5. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>6. Assessing Administrator- Literacy Coach- Dept. Head</p> <p>7. Assessing Administrator- Literacy Coach- Dept. Head</p>	<p>1. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>2. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>3. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>4. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>5. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>6. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p> <p>7. Walk-thru data - Admin. PLC Lesson plans, PLC notes/agendas-FCIM DATA</p>	<p>1. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>2. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>3. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>4. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>5. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>6. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p> <p>7. FAIR-FCAT-Formative Assessments-FCIM Mini Assessments-ELLIS-Teen Biz-</p>

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
LFS	All	LFS Trainers	All teachers	Pre-planning and follow up during year	Admin PLC	Assessing administrators
Cornell Notes	All	Ms. Harris	All teachers	Pre-planning and follow up during year	Admin PLC	Assessing administrators
AYP groups	All	Mrs. Sardinas	PLC	Wednesdays	Submission of agenda	Ms. Balladin
Essential Questions	All	Instructional coaches	All teachers	Wednesdays	Coaches will model strategy in classrooms Admin PLC	Assessing administrators
Extended thinking/rigor	All	Instructional coaches	All teachers	Wednesdays	Admin PLC	Assessing administrators
Summarizing	All	Instructional coaches	All teachers	Wednesdays	Admin PLC	Assessing administrators
Marzano	All	Mrs. Pinkston and teachers	All teachers	Pre-planning and follow up during the year	Admin PLC Walk-thru	Assessing administrator

Reading Budget:

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

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Increase by 3% points the number of students who are at the proficient level in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62%	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Limited evidence posting and reference of measurable learning objectives 2. Lack of evidence of gradual release model 3. Limited evidence of higher order thinking strategies 4. Lack of evidence of student collaboration and discussion 5. Limited evidence of high cognitive complex tasks 6. Inconsistency use of data to differentiated instruction 7. Limited evidence of note-taking to reinforce summarization 8. Limited evidence of benchmarks mini-assessments to progress monitor student	1. Math Coach will model the use of measurable goals 2. Math Coach will develop a demonstration classroom; (Gradual Release) 3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies 4. Continue with the implementation of LFS in all areas 4. Implement Marzano strategies 5. Math Coach will schedule and provide modeling 6. All students who scored level one or two are in Intensive Math classes. 6. Teacher data chats 6. ESE teachers in content PLCs 7. Common board configuration 8. Math Coach will schedule and provide modeling 8. Guided study	1. Assessing Administrator Math Coach Department Head Administrators 2. Assessing Administrator Math Coach Department Head Administrators 3. Assessing Administrator Math Coach Department Head Administrators 4. Assessing Administrator Math Coach Department Head Administrators 5. Assessing Administrator Math Coach Department Head Administrators 6. Assessing Administrator Math Coach Department Head Administrators 7. Assessing Administrator Math Coach Department Head Administrators 8. Assessing Administrator Math Coach Department Head Administrators	1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 6. Formative

				Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Increase the number of students scoring levels 4 and 5 in math on the FCAT by 3 percent points.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
21%	24%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Limited evidence posting and reference of measurable learning objectives 2. Lack of evidence of gradual release model 3. Limited evidence of higher order thinking strategies 4. Lack of evidence of student collaboration and discussion 5. Limited evidence of high cognitive complex tasks 6. Inconsistency use of data to differentiated instruction 7. Limited evidence of	1. Math Coach will model the use of measurable goals 2. Math Coach will develop a demonstration classroom; (Gradual Release) 3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies 3. Enrollment in AP 3. AP teacher training 4. Continue with the implementation of LFS in all areas 4. Implement Marzano strategies 5. Math Coach will	1. Assessing Administrator Math Coach Department Head Administrators 2. Assessing Administrator Math Coach Department Head Administrators 3. Assessing Administrator Math Coach Department Head Administrators 4. Assessing Administrator Math Coach Department Head Administrators 5. Assessing	1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data	1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams

1	note-taking to reinforce summarization	schedule and provide modeling	Administrator Math Coach Department Head Administrators	Admin PLC Lesson Plans PLC Notes/Agenda FCIM	FCAT AYP Data
	8. Limited evidence of benchmarks mini-assessments to progress monitor student	6. All students who scored level one or two are in Intensive Math classes. 6. Teacher data chats 6. ESE teachers in content PLCs	6. Assessing Administrator Math Coach Department Head Administrators	6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
		7. Common board configuration	7. Assessing Administrator Math Coach Department Head Administrators	7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
		8. Math Coach will schedule and provide modeling	8. Assessing Administrator Math Coach Department Head Administrators	8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
		8. Guided study			7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
					8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data

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

3. Percentage of students making Learning Gains in mathematics	Increase the number of students making learning gains in math by 3% points.				
Mathematics Goal #3:					
2011 Current Level of Performance: *	2012 Expected Level of Performance: *				
79%	82%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Limited evidence posting and reference of measurable learning	1. Math Coach will model the use of measurable goals	1. Assessing Administrator Math Coach	1.Walk-Thru Data Admin PLC Lesson Plans	1. Formative Assessments FCIM Mini

1	<p>objectives</p> <p>2. Lack of evidence of gradual release model</p> <p>3. Limited evidence of higher order thinking strategies</p> <p>4. Lack of evidence of student collaboration and discussion</p> <p>5. Limited evidence of high cognitive complex tasks</p> <p>6. Inconsistency use of data to differentiated instruction</p> <p>7. Limited evidence of note-taking to reinforce summarization</p> <p>8. Limited evidence of benchmarks mini-assessments to progress monitor student</p>	<p>2. Math Coach will develop a demonstration classroom; (Gradual Release)</p> <p>3 Continue with the implementation of LFS in all areas</p> <p>3 Implement Marzano strategies</p> <p>4. Continue with the implementation of LFS in all areas</p> <p>4. Implement Marzano strategies</p> <p>5. Math Coach will schedule and provide modeling</p> <p>6. All students who scored level one or two are in Intensive Math classes.</p> <p>6. Teacher data chats</p> <p>6. ESE teachers in content PLCs</p> <p>7. Common board configuration</p> <p>8. Math Coach will schedule and provide modeling</p> <p>8. Guided study</p>	<p>Department Head Administrators</p> <p>2. Assessing Administrator Math Coach Department Head Administrators</p> <p>3. Assessing Administrator Math Coach Department Head Administrators</p> <p>4. Assessing Administrator Math Coach Department Head Administrators</p> <p>5. Assessing Administrator Math Coach Department Head Administrators</p> <p>6. Assessing Administrator Math Coach Department Head Administrators</p> <p>7. Assessing Administrator Math Coach Department Head Administrators</p> <p>8. Assessing Administrator Math Coach Department Head Administrators</p>	<p>PLC Notes/Agenda FCIM</p> <p>2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p>	<p>Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making

learning gains in mathematics Mathematics Goal #4:	Increase the percent of students in the lowest quartile making learning gains in math by 3% points.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
82%	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1. Limited evidence posting and reference of measurable learning objectives</p> <p>2. Lack of evidence of gradual release model</p> <p>3. Limited evidence of higher order thinking strategies</p> <p>4. Lack of evidence of student collaboration and discussion</p> <p>5. Limited evidence of high cognitive complex tasks</p> <p>6. Inconsistency use of data to differentiated instruction</p> <p>7. Limited evidence of note-taking to reinforce summarization</p> <p>8. Limited evidence of benchmarks mini-assessments to progress monitor student</p>	<p>1. Math Coach will model the use of measurable goals</p> <p>2. Math Coach will develop a demonstration classroom; (Gradual Release)</p> <p>3 Continue with the implementation of LFS in all areas</p> <p>3 Implement Marzano strategies</p> <p>4. Continue with the implementation of LFS in all areas</p> <p>4. Implement Marzano strategies</p> <p>5. Math Coach will schedule and provide modeling</p> <p>6. All students who scored level one or two are in Intensive Math classes.</p> <p>6. Teacher data chats</p> <p>6. ESE teachers in content PLCs</p> <p>7. Common board configuration</p> <p>8. Math Coach will schedule and provide modeling</p> <p>8. Guided study</p>	<p>1. Assessing Administrator Math Coach Department Head Administrators</p> <p>2. Assessing Administrator Math Coach Department Head Administrators</p> <p>3. Assessing Administrator Math Coach Department Head Administrators</p> <p>4. Assessing Administrator Math Coach Department Head Administrators</p> <p>5. Assessing Administrator Math Coach Department Head Administrators</p> <p>6. Assessing Administrator Math Coach Department Head Administrators</p> <p>7. Assessing Administrator Math Coach Department Head Administrators</p> <p>8. Assessing Administrator Math Coach Department Head Administrators</p>	<p>1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p>	<p>1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>7. Formative Assessments FCIM Mini</p>

				Assessments EOQ Exams EOC Exams FCAT AYP Data
				8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data

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):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	There will be a three percent points increase of students in all subgroups making AYP.
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Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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White: 86% Black: 76% Hispanic: 78% Asian: 100%	White: 89% Black: 79% Hispanic: 81% Asian: 100%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Limited evidence posting and reference of measurable learning objectives 2. Lack of evidence of gradual release model 3. Limited evidence of higher order thinking strategies 4. Lack of evidence of student collaboration and discussion 5. Limited evidence of high cognitive complex tasks 6. Inconsistency use of data to differentiated instruction 7. Limited evidence of note-taking to reinforce summarization 8. Limited evidence of benchmarks mini-assessments to progress monitor student	1. Math Coach will model the use of measurable goals 2. Math Coach will develop a demonstration classroom; (Gradual Release) 3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies 4. Continue with the implementation of LFS in all areas 4. Implement Marzano strategies 5. Math Coach will schedule and provide modeling 6. All students who scored level one or two are in Intensive Math classes. 6. Teacher data chats 6. ESE teachers in content PLCs	1. Assessing Administrator Math Coach Department Head Administrators 2. Assessing Administrator Math Coach Department Head Administrators 3. Assessing Administrator Math Coach Department Head Administrators 4. Assessing Administrator Math Coach Department Head Administrators 5. Assessing Administrator Math Coach Department Head Administrators 6. Assessing Administrator Math Coach Department Head	1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda	1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams

1	<p>7. Common board configuration</p> <p>8. Math Coach will schedule and provide modeling</p> <p>8. Guided study</p>	<p>Administrators</p> <p>7. Assessing Administrator Math Coach Department Head Administrators</p> <p>8. Assessing Administrator Math Coach Department Head Administrators</p>	<p>FCIM</p> <p>7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p>	<p>FCAT AYP Data</p> <p>5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Three percent points increase in the number of ELL students making AYP in math.
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
77%	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>1. Limited evidence posting and reference of measurable learning objectives</p> <p>2. Lack of evidence of gradual release model</p> <p>3. Limited evidence of higher order thinking</p>	<p>1. Math Coach will model the use of measurable goals</p> <p>2. Math Coach will develop a demonstration classroom; (Gradual Release)</p>	<p>1. Assessing Administrator Math Coach Department Head Administrators</p> <p>2. Assessing Administrator Math Coach Department Head</p>	<p>1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda</p>	<p>1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data</p> <p>2. Formative</p>

1	strategies	3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies	Administrators	FCIM	Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	4. Lack of evidence of student collaboration and discussion	3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies	3. Assessing Administrator Math Coach Department Head Administrators	3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	
	5. Limited evidence of high cognitive complex tasks	4. Continue with the implementation of LFS in all areas 4. Implement Marzano strategies	4. Assessing Administrator Math Coach Department Head Administrators	4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	6. Inconsistency use of data to differentiated instruction	5. Math Coach will schedule and provide modeling	5. Assessing Administrator Math Coach Department Head Administrators	5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	7. Limited evidence of note-taking to reinforce summarization	6. All students who scored level one or two are in Intensive Math classes. 6. Teacher data chats 6. ESE teachers in content PLCs	6. Assessing Administrator Math Coach Department Head Administrators	6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	8. Limited evidence of benchmarks mini-assessments to progress monitor student	7. Common board configuration 8. Math Coach will schedule and provide modeling 8. Guided study	7. Assessing Administrator Math Coach Department Head Administrators	7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
			8. Assessing Administrator Math Coach Department Head Administrators	8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
					8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Four percent point increase in the number of SWD making AYP in math
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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71%

75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Limited evidence posting and reference of measurable learning objectives 2. Lack of evidence of gradual release model 3. Limited evidence of higher order thinking strategies 4. Lack of evidence of student collaboration and discussion 5. Limited evidence of high cognitive complex tasks 6. Inconsistency use of data to differentiated instruction 7. Limited evidence of note-taking to reinforce summarization 8. Limited evidence of benchmarks mini-assessments to progress monitor student	1. Math Coach will model the use of measurable goals 2. Math Coach will develop a demonstration classroom; (Gradual Release) 3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies 4. Continue with the implementation of LFS in all areas 4. Implement Marzano strategies 5. Math Coach will schedule and provide modeling 6. All students who scored level one or two are in Intensive Math classes. 6. Teacher data chats 6. ESE teachers in content PLCs 7. Common board configuration 8. Math Coach will schedule and provide modeling 8. Guided study	1. Assessing Administrator Math Coach Department Head Administrators 2. Assessing Administrator Math Coach Department Head Administrators 3. Assessing Administrator Math Coach Department Head Administrators 4. Assessing Administrator Math Coach Department Head Administrators 5. Assessing Administrator Math Coach Department Head Administrators 6. Assessing Administrator Math Coach Department Head Administrators 7. Assessing Administrator Math Coach Department Head Administrators 8. Assessing Administrator Math Coach Department Head Administrators	1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data

					8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Three percent point increase in the number of economically disadvantaged students making AYP in math.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
79%	82%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Limited evidence posting and reference of measurable learning objectives 2. Lack of evidence of gradual release model 3. Limited evidence of higher order thinking strategies 4. Lack of evidence of student collaboration and discussion 5. Limited evidence of high cognitive complex tasks 6. Inconsistency use of data to differentiated instruction 7. Limited evidence of note-taking to reinforce summarization 8. Limited evidence of benchmarks mini-assessments to progress monitor student	1. Math Coach will model the use of measurable goals 2. Math Coach will develop a demonstration classroom; (Gradual Release) 3 Continue with the implementation of LFS in all areas 3 Implement Marzano strategies 4. Continue with the implementation of LFS in all areas 4. Implement Marzano strategies 5. Math Coach will schedule and provide modeling 6. All students who scored level one or two are in Intensive Math classes. 6. Teacher data chats 6. ESE teachers in content PLCs 7. Common board configuration 8. Math Coach will schedule and provide modeling	1. Assessing Administrator Math Coach Department Head Administrators 2. Assessing Administrator Math Coach Department Head Administrators 3. Assessing Administrator Math Coach Department Head Administrators 4. Assessing Administrator Math Coach Department Head Administrators 5. Assessing Administrator Math Coach Department Head Administrators 6. Assessing Administrator Math Coach Department Head Administrators 7. Assessing Administrator Math Coach Department Head Administrators	1.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 5. Formative Assessments FCIM Mini Assessments

		8. Guided study	8. Assessing Administrator Math Coach Department Head Administrators	8. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	EOQ Exams EOC Exams FCAT AYP Data 6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 8. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
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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
Reading and Writing Across Content Areas	All	Dr. Lewis	All teachers	Wednesday	Admn. PLC	Assessing administrator
Extended thinking/rigor	All	Instructional coaches	All teachers	Wednesday	Admin. PLC	Assessing administrators
Summarizing	All	Instructional coaches	All teachers	Wednesday	Admin. PLC	Assessing administrators
Cornell Notes	All	Ms. Harris	All teachers	Pre-planning and follow up during year	Admin. PLC	Assessing administrators
LFS	All	Dr. Sowri	All teachers	Pre-planning and follow up during year	Admin. PLC	Assessing administrators
Essential Questions	All	Instructional Coaches	All teachers	Wednesdays	Admin. PLC	Assessing administrator
AYP Groups	All	Mrs. Sardinas	All teachers	Pre-planning and follow up during year	Admin. PLC	Assessing administrator
Marzano	All	Mrs.Pinkston and Teachers	All teachers	Pre-planning and follow up during year	Admin, PLC, Walk thru	Assessing administrator

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

End of Mathematics Goals

Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in science Science Goal # 1:	Poinciana High School will increase the amount of students achieving proficiency in science by 3%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
32%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Inconsistency utilization of NGSSS to drive instruction 2. Lack of use of higher level questions to promote deeper understanding 3. Limited evidence of the use of collaboration to promote authentic engagement 4. Inconsistency of high complexity tasks	1. Continue with LFS in all science courses 1. Implementation of Marzano strategies 1. Lesson study 2. Science Coach will develop a demonstration classroom to model higher level questioning 3. Continue with LFS in all science courses 3. Implementation of Marzano strategies	1. Assessing Administrator Science Coach Department Head Administrators 2. Assessing Administrator Science Coach Department Head Administrators 3. Assessing Administrator Science Coach Department Head	1. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda	1. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT

1	5. Inconsistency use of data to differentiate instruction	4. Continue with LFS in all science courses	Administrators	FCIM	AYP Data
	6. Inconsistent evidence that opportunities are utilized to authentically write about learning using scientific vocabulary to summarize, rethink, and explain outcomes	4. Lesson study 4. Implementation of Marzano strategies	4. Assessing Administrator Science Coach Department Head Administrators	4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	7. Limited evidence of FCIM	5. Teacher data chats 5. All 10th grade students in a science class 5. ESE teachers in content PLCs	5. Assessing Administrator Science Coach Department Head Administrators	5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
		6. Science Coach will model lessons. 6. Science Coach will schedule and provide modeling	6. Assessing Administrator Science Coach Department Head Administrators	6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
		7. Lesson study 7. Science Coach will model lessons.	7. Assessing Administrator Science Coach Department Head Administrators	7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
					7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	Poinciana High School will increase the amount of students achieving above proficiency in science by 3%
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
0%	3%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Inconsistency utilization of NGSSS to drive instruction	1. Continue with LFS in all science courses 1. Implementation of	1. Assessing Administrator Science Coach	1. Walk-Thru Data Admin PLC Lesson Plans	1. Formative Assessments FCIM Mini

1	2. Lack of use of higher level questions to promote deeper understanding	Marzano strategies 1. Lesson study	Department Head Administrators	PLC Notes/Agenda FCIM	Assessments EOQ Exams EOC Exams FCAT AYP Data
	3. Limited evidence of the use of collaboration to promote authentic engagement	2. Science Coach will develop a demonstration classroom to model higher level questioning 2. Enrollment in AP 2. AP teacher training	2. Assessing Administrator Science Coach Department Head Administrators	2.Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	2. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	4. Inconsistency of high complexity tasks	3. Continue with LFS in all science courses 3. Implementation of Marzano strategies	3. Assessing Administrator Science Coach Department Head Administrators	3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	EOQ Exams EOC Exams FCAT AYP Data
	5. Inconsistency use of data to differentiate instruction	4. Continue with LFS in all science courses 4. Lesson study 4. Implementation of Marzano strategies	4. Assessing Administrator Science Coach Department Head Administrators	4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	3. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	6. Inconsistent evidence that opportunities are utilize to authentically write about learning using scientific vocabulary to summarize, rethink, and explain outcomes	5. Teacher data chats students in a science class 5. ESE teachers in content PLCs	5. Assessing Administrator Science Coach Department Head Administrators	5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	4. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
	7. Limited evidence of FCIM	6. Science Coach will model lessons. 6. Science Coach will schedule and provide modeling 7. Lesson study 7. Science Coach will model lessons.	6. Assessing Administrator Science Coach Department Head Administrators	6. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	5. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
			7. Assessing Administrator Science Coach Department Head Administrators	7. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	6. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP Data
				7. Formative Assessments FCIM Mini Assessments EOQ Exams EOC Exams FCAT AYP 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
Summarizing	All	Instructional coaches	All teachers	Wednesday	Admin PLC	Assessing administrators
Cornell Notes	All	Ms. Harris	All teachers	Pre-planning and follow up during year	Admin PLC	Assessing administrators
LFS	All	Dr. Sowri	All teachers	Pre-planning and follow up during year	Admin PLC	Assessing administrators
AYP groups	All	Mrs. Ivonne Sardinas	PLC	Wednesdays	Submission of agenda	Ms. Balladin
Essential Questions	All	Instructional coaches	All teachers	Wednesdays	Coaches will model strategy in classrooms Admin PLC	Assessing administrators
Reading and Writing Across Content Areas	All	Dr. Lewis	All teachers	Wednesday	Admin PLC	Assessing administrators
Extended thinking/rigor	All	Instructional coaches	All teachers	Wednesdays	Admin. PLC	Assessing administrators

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing

Writing Goal #1:

Poinciana High School will increase the amount of students achieving AYP in writing by 4%

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
94%	98%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Inconsistency with higher order questioning strategies 2. Inconsistency with high cognitive complexity tasks and rigorous assessment 3. Inconsistency with use of data to drive differentiated instruction 4. Little evidence of strategies to instruct the writing process 5. Little evidence of the implementation of FCIM	1. Continue with the implementation of LFS in all language arts courses 1. Implementation of Marzano strategies 2. Instructional Coach will schedule and provide modeling 2. Instructional Coach will develop and schedule a demonstration cycle 2. All 9th and 10th grade students will be participating quarterly Osceola Writes 2. Lesson study 3. All 10th grade students in a language arts class. 3. Teacher data chats 3. ESE teachers in content PLCs 4. PDA Training for teachers and students 4. Writing Across Content Areas 5. Continue with the implementation of LFS in all language arts courses 5. Lesson study 5. Implementation of Marzano strategies	1. Assessing Administrator Instructional Coach Department Head Administrators 2. Assessing Administrator Instructional Coach Department Head Administrators 3. Assessing Administrator Instructional Coach Department Head Administrators 4. Assessing Administrator Instructional Coach Department Head Administrators 5. Assessing Administrator Instructional Coach Department Head Administrators	1. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	1. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 4. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 5. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	All subgroups made AYP 2010-2011. Increase by 4% points.
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Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 93% Black: 89% Hispanic: N/A Asian: N/A American Indian: N/A	White: 97% Black: 93% Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Inconsistency with higher order questioning strategies 2. Inconsistency with high cognitive complexity tasks and rigorous assessment 3. Inconsistency with use of data to drive differentiated instruction 4. Little evidence of strategies to instruct the writing process 5. Little evidence of the implementation of FCIM	1. Continue with the implementation of LFS in all language arts courses 1. Implementation of Marzano strategies 2. Instructional Coach will schedule and provide modeling 2. Instructional Coach will develop and schedule a demonstration cycle 2. All 9th and 10th grade students will be participating quarterly Osceola Writes 2. Lesson study 3. All 10th grade students in a language arts class. 3. Teacher data chats 3. ESE teachers in content PLCs 4. PDA Training for teachers and students 4. Writing Across Content Areas 5. Continue with the implementation of LFS in all language arts courses 5. Lesson study 5. Implementation of Marzano strategies	1. Assessing Administrator Instructional Coach Department Head Administrators 2. Assessing Administrator Instructional Coach Department Head Administrators 3. Assessing Administrator Instructional Coach Department Head Administrators 4. Assessing Administrator Instructional Coach Department Head Administrators 5. Assessing Administrator Instructional Coach Department Head Administrators	1. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 2. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM 5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	1. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 2. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 4. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data 5. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	All sub group made AYP in 2011. Increase by 4% points.
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
87%	91%

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

1	<p>1. Inconsistency with higher order questioning strategies</p> <p>2. Inconsistency with high cognitive complexity tasks and rigorous assessment</p> <p>3. Inconsistency with use of data to drive differentiated instruction</p> <p>4. Little evidence of strategies to instruct the writing process</p> <p>5. Little evidence of the implementation of FCIM</p>	<p>1. Continue with the implementation of LFS in all language arts courses</p> <p>1. Implementation of Marzano strategies</p> <p>2. Instructional Coach will schedule and provide modeling</p> <p>2. Instructional Coach will develop and schedule a demonstration cycle</p> <p>2. All 9th and 10th grade students will be participating quarterly Osceola Writes</p> <p>2. Lesson study</p> <p>3. All 10th grade students in a language arts class.</p> <p>3. Teacher data chats</p> <p>3. ESE teachers in content PLCs</p> <p>4. PDA Training for teachers and students</p> <p>4. Writing Across Content Areas</p> <p>5. Continue with the implementation of LFS in all language arts courses</p> <p>5. Lesson study</p> <p>5. Implementation of Marzano strategies</p>	<p>1. Assessing Administrator Instructional Coach Department Head Administrators</p> <p>2. Assessing Administrator Instructional Coach Department Head Administrators</p> <p>3. Assessing Administrator Instructional Coach Department Head Administrators</p> <p>4. Assessing Administrator Instructional Coach Department Head Administrators</p> <p>5. Assessing Administrator Instructional Coach Department Head Administrators</p>	<p>1. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>2. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p>	<p>1. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data</p> <p>2. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data</p> <p>3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data</p> <p>4. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data</p> <p>5. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	All sub group made AYP in 2011. Increase by 4% points
Writing Goal #2C:	

Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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76%	80%
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. Inconsistency with higher order questioning strategies</p> <p>2. Inconsistency with high cognitive complexity tasks and</p>	<p>1. Continue with the implementation of LFS in all language arts courses</p> <p>1. Implementation of Marzano strategies</p>	<p>1. Assessing Administrator Instructional Coach Department Head Administrators</p>	<p>1. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM</p> <p>2. Walk-Thru Data</p>	<p>1. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data</p>

1	rigorous assessment				
	3. Inconsistency with use of data to drive differentiated instruction	2. Instructional Coach will schedule and provide modeling	2. Assessing Administrator Instructional Coach Department Head Administrators	Admin PLC Lesson Plans PLC Notes/Agenda FCIM	2. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
	4. Little evidence of strategies to instruct the writing process	2. Instructional Coach will develop and schedule a demonstration cycle	3. Assessing Administrator Instructional Coach Department Head Administrators	3. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
	5. Little evidence of the implementation of FCIM	2. All 9th and 10th grade students will be participating quarterly Osceola Writes 2. Lesson study	4. Assessing Administrator Instructional Coach Department Head Administrators	4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	4. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
		3. All 10th grade students in a language arts class. 3. Teacher data chats 3. ESE teachers in content PLCs	5. Assessing Administrator Instructional Coach Department Head Administrators	5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	5. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	All sub group made AYP in 2011. Increase by 4% points.
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
93%	97%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Inconsistency with higher order questioning strategies	1. Continue with the implementation of LFS in all language arts courses	1. Assessing Administrator Instructional Coach Department Head Administrators	1. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	1. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
	2. Inconsistency with high cognitive complexity tasks and rigorous assessment	1. Implementation of Marzano strategies	2. Assessing Administrator Instructional Coach Department Head Administrators	2. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	2. Formative Assessments FCIM Mini Assessments EOC Exams FCAT
	3. Inconsistency with use of data to drive differentiated instruction	2. Instructional Coach will schedule and provide modeling 2. Instructional Coach will develop and schedule a	3. Assessing Administrator Instructional Coach Department Head Administrators	3. Walk-Thru Data Admin PLC	3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT

1	4. Little evidence of strategies to instruct the writing process	demonstration cycle 2. All 9th and 10th grade students will be participating quarterly	3. Assessing Administrator Instructional Coach Department Head Administrators	Lesson Plans PLC Notes/Agenda FCIM	AYP Data
	5. Little evidence of the implementation of FCIM	Osceola Writes 2. Lesson study	4. Assessing Administrator Instructional Coach Department Head Administrators	4. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
		3. All 10th grade students in a language arts class. 3. Teacher data chats 3. ESE teachers in content PLCs	5. Assessing Administrator Instructional Coach Department Head Administrators	5. Walk-Thru Data Admin PLC Lesson Plans PLC Notes/Agenda FCIM	4. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
		4. PDA Training for teachers and students 4. Writing Across Content Areas			5. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data
		5. Continue with the implementation of LFS in all language arts courses 5. Lesson study 5. Implementation of Marzano strategies			

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
Continue PDA training	10th Grade-Language Arts	PDA Facilitator	All Language Arts teachers	Twice a year	Admin. PLC	Assessing Administrators
Continue classroom modeling by Ms. Harris	10th Grade Language Ars	Ms. Harris	All Language Arts teachers	Writing formative assessments	Admin. PLC	Assessing Administrators
All teachers will be trained in writing across the content area	All Levels	Dr. Nancy Lewis	All Language Arts teachers	Walk-thru data	Admin. PLC	Assessing Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Poinciana High School will increase its attendance rate to 93%
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
92%	93%
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
698	349
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
372	186

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Many incentives require funding to purchase. The main barrier projected for this school year is the lack of funding to purchase attendance incentives. 2. Another barrier in past years developing a consistent system for accurately monitoring attendance. 3. Lack of parental involvement on school issues.	1. Incentives will be used to entice students to be present in school. Many business partners have given the school incentives that we will be able to give away to students with good attendance. 2. Staff will also work closely with the truancy officer to closely monitor Poinciana High School's daily attendance rate. 2. Implementation of A	1. Jamerson Jones 2. Jamerson Jones 3. Jamerson Jones	1. Weekly reports will be evaluated to ensure that students are coming to school and getting to class on time. 2. Letter send home for those students missed 3,5, and 10 consecutive days of school. 3. The school attendance officer will meet with the truancy	1. Attendance Manager, ODMS, and TERMS 2. Attendance Manager, ODMS, and TERMS 3. Attendance Manager, ODMS, and TERMS

	<p>full time Attendance Dean.</p> <p>3. Administration is prepared to withdraw students who accumulate 10 days of unexcused absences during a semester and enforce loss of student's driver licenses habitual offenders</p>		<p>officer weekly and participate in weekly ETIT meetings to ensure that all students are present and accounted for.</p>	
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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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		Poinciana High School will reduce the amount of Out of School and In-School Suspensions due to school-wide implementation of PBS strategies.			
2011 Total Number of In –School Suspensions		2012 Expected Number of In- School Suspensions			
1178		1060			
2011 Total Number of Students Suspended In School		2012 Expected Number of Students Suspended In School			
576		500			
2011 Number of Out-of-School Suspensions		2012 Expected Number of Out-of-School Suspensions			
633		600			
2011 Total Number of Students Suspended Out of School		2012 Expected Number of Students Suspended Out of School			
357		327			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Students lack motivation to complete a program of study 2. Recession, depressed community, and Low Parental Involvement 3. Student lack the correct social skills to operate in a classroom setting.	1.Peer Mentoring 1. Administrators and Counselors will meet with at risk students regularly to ensure they are meeting graduation requirements 2. Continue with the implementation of PBS 3. Classroom Management Professional Development 3. Additional Discipline Intervention	1.Administrators, Guidance Counselors, Teachers, PBS Team and, RTI Team 2.Administrators, Guidance Counselors, Teachers, PBS Team and, RTI Team 3.Administrators, Guidance Counselors, Teachers, PBS Team and, RTI Team	1. Minor Referrals Major Referrals Teacher Communication Log Data Report Attendance Report 2. Minor Referrals Major Referrals Teacher Communication Log Data Report Attendance Report 3. Minor Referrals Major Referrals Teacher Communication Log Data Report Attendance Report	1. Graduation Rate Grade Reports Climate Survey AYP 2. Graduation Rate Grade Reports Climate Survey AYP 3. Graduation Rate Grade Reports Climate Survey AYP

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
Classroom Management	All Levels	Mr. Lance Seeright	ALL Teachers	Pre planning/Wednesdays	Admin. PLC	Mr. Bruna Foster, Elizabeth Middleton, and Mr. Jamerson Jones
PBS	All Levels	Ms. Yolanda Newton	ALL Teachers	Wednesdays	Admin. PLC	Mr. Bruna Foster, Elizabeth Middleton, and Mr. Jamerson Jones

Suspension Budget:

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

End of Suspension Goal(s)

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 (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	Poinciana High School will decrease its Drop Out rate to 0.8 percent and increase graduation to 75% in 2012.
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
Not Available at this time	0.8

2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *
Not Available at this time	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Students feel they cannot complete high school. 2.Students lack the support from home.	1.IMPACT Lab Mentoring Program Career Academy ACT/SAT Prep Continued implementation of RTI within the whole school. 2.IMPACT Lab Mentoring Program Career Academy ACT/SAT Prep Continued implementation of RTI within the whole school.	1.District, Administration, Guidance, IMPACT teacher. RTI Coordinator 2.District, Administration, Guidance, IMPACT teacher. RTI Coordinator	1. Attendance sheets, GPA, Credit checks, PLATO progress reports,Progress reports,and Grade reports 2.Attendance sheets, GPA, Credit checks, PLATO progress reports,Progress reports,and Grade reports	1. Grade Reports, Graduation and Drop Out rates 2. Grade Reports, Graduation and Drop Out rates

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
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		To increase Poinciana High School parental involvement through SAC and other school activities.			
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
25%(300)parents attended a minimum of one school function per semester, this is according last year enrollment of 1200 students.		At least 35%(350) of parents will attend a minimum of one school function per semester, this is according this year enrollment of 1400 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Difficult for parents to get to PHS due to Transportation and Isolated Location of the School 2. Difficulty providing information on school activities for parent.	1. Continued promotion of regular updates of school web site. 1. SAC meetings in the community 1. PHS Chief talk in the community 2. Continued implementation of a parent email service and IRIS callout system to promote activities and send school information. 2. Report Card Night quarterly 2. Quarterly News Letter 2. Marquee	1. PHS Administration and SAC 2. PHS Administration and SAC	1. Collection of data parents attending school events 1. Regular SAC feedback on site. 1. Monitor of parent contacts. Sign- in to events. 2. Regular SAC feedback on site. 2. Monitor of parent contacts. Sign- in to events.	1. School climate Survey. 2. School climate survey.

(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
College and Financial Aid Night for Parents	All Level	Ms. Devyani Balladin	All Parents	Fall 2011 and Spring 2012	Sign in sheet	Ms. Balladin

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attachment

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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Strategies to promote student achievement	\$3,000.00

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

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Osceola School District POINCIANA HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	57%	73%	21%	176	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	36%	72%			108	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	67% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					391	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested

Osceola School District POINCIANA HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	27%	54%	60%	30%	171	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	46%	74%			120	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	71% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					409	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Osceola School District POINCIANA HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	45%	80%	24%	174	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	39%	61%			100	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	61% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					382	
Percent Tested = 94%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested