

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: CHARLOTTE HIGH SCHOOL

District Name: Charlotte

Principal: Bernard Duffy

SAC Chair: Tom Crocker

Superintendent: Dr. Doug Whittaker

Date of School Board Approval:

Last Modified on: 9/25/2011

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	Bernard Duffy	Bachelors and Masters Degree, certified in English, History, School Principal and Middle Grades Social Science	12	32	<p>School Grade 2010/11 Pending FCAT points: 504 (B) % Meeting high standards in reading = 53 % Meeting high standards in math = 81 % Meeting high standards in writing = 79 % Meeting high standards in science = 48 % Making learning gains in reading = 53 % Making learning gains in math = 74 % of Lowest 25% making learning gains in reading = 42 % of Lowest 25% making learning gains in math = 64 Bonus points = 10 AYP: No, 79% of criteria met White, Economically disadvantaged and students with disabilities did not make AYP in reading or math. Writing proficiency was met in all areas Graduation Criterion was met in all areas</p> <p>School Grade 2009/2010 = A FCAT points = 536 % Meeting high standards in reading = 56 % Meeting high standards in math = 84 % Meeting high standards in writing = 88 % Meeting high standards in science = 40</p>

					<p>% Making learning gains in reading = 60          % Making learning gains in math = 79          % of Lowest 25% making learning gains in reading = 50          % of Lowest 25% making learning gains in math = 69          Bonus points = 10          AYP: No, 87% of criteria met          White, Economically disadvantaged and students with disabilities did not make AYP in reading .          White, Economically disadvantaged did make AYP in math; however, students with disabilities did not make AYP in math.          Writing proficiency was met in all areas          Graduation Criterion was met in all areas</p>
Assis Principal	Deelynn Bennett	<p>BS: Physical Education K – 12, Health Education, Business Education          MS: Computer Education          Educational Specialist: Educational Leadership</p>	8	6	<p>School Grade 2010/11 Pending          FCAT points: 504 (B)          % Meeting high standards in reading = 53          % Meeting high standards in math = 81          % Meeting high standards in writing = 79          % Meeting high standards in science = 48          % Making learning gains in reading = 53          % Making learning gains in math = 74          % of Lowest 25% making learning gains in reading = 42          % of Lowest 25% making learning gains in math = 64          Bonus points = 10          AYP: No, 79% of criteria met          White, Economically disadvantaged and students with disabilities did not make AYP in reading or math.          Writing proficiency was met in all areas          Graduation Criterion was met in all areas</p> <p>School Grade 2009/2010 = A          FCAT points = 536          % Meeting high standards in reading = 56          % Meeting high standards in math = 84          % Meeting high standards in writing = 88          % Meeting high standards in science = 40          % Making learning gains in reading = 60          % Making learning gains in math = 79          % of Lowest 25% making learning gains in reading = 50          % of Lowest 25% making learning gains in math = 69          Bonus points = 10          AYP: No, 87% of criteria met          White, Economically disadvantaged and students with disabilities did not make AYP in reading .          White, Economically disadvantaged did make AYP in math; however, students with disabilities did not make AYP in math.          Writing proficiency was met in all areas          Graduation Criterion was met in all areas</p>
Assis Principal	Herbert Bennett	<p>BS: Physical Education          MS: Educational Leadership</p>	8	8	<p>School Grade 2010/11 Pending          FCAT points: 504 (B)          % Meeting high standards in reading = 53          % Meeting high standards in math = 81          % Meeting high standards in writing = 79          % Meeting high standards in science = 48          % Making learning gains in reading = 53          % Making learning gains in math = 74          % of Lowest 25% making learning gains in reading = 42          % of Lowest 25% making learning gains in math = 64          Bonus points = 10          AYP: No, 79% of criteria met          White, Economically disadvantaged and students with disabilities did not make AYP in reading or math.          Writing proficiency was met in all areas          Graduation Criterion was met in all areas</p> <p>School Grade 2009/2010 = A          FCAT points = 536          % Meeting high standards in reading = 56          % Meeting high standards in math = 84          % Meeting high standards in writing = 88          % Meeting high standards in science = 40          % Making learning gains in reading = 60          % Making learning gains in math = 79          % of Lowest 25% making learning gains in reading = 50          % of Lowest 25% making learning gains in math = 69          Bonus points = 10          AYP: No, 87% of criteria met</p>

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### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# 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)
Reading/Literacy	Mrs. Ruth Shaulis	BS: Physical Education and Health MS: Interdisciplinary Curriculum and Instruction Middle Grades General Science Middle Grades English Reading Endorsement	3	7	School Grade 2010/11 Pending FCAT points: 504 (B) % Meeting high standards in reading = 53 % Meeting high standards in math = 81 % Meeting high standards in writing = 79 % Meeting high standards in science = 48 % Making learning gains in reading = 53 % Making learning gains in math = 74 % of Lowest 25% making learning gains in reading = 42 % of Lowest 25% making learning gains in math = 64 Bonus points = 10 AYP: No, 79% of criteria met White, Economically disadvantaged and students with disabilities did not make AYP in reading or math. Writing proficiency was met in all areas Graduation Criterion was met in all areas  School Grade 2009/2010 = A FCAT points = 536 % Meeting high standards in reading = 56 % Meeting high standards in math = 84 % Meeting high standards in writing = 88 % Meeting high standards in science = 40 % Making learning gains in reading = 60 % Making learning gains in math = 79 % of Lowest 25% making learning gains in reading = 50 % of Lowest 25% making learning gains in math = 69 Bonus points = 10 AYP: No, 87% of criteria met White, Economically disadvantaged and students with disabilities did not make AYP in reading . White, Economically disadvantaged did make AYP in math; however, students with disabilities did not make AYP in math. Writing proficiency was met in all areas Graduation Criterion was met in all areas

### 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	1. Use of the CCPS application process along with job fairs, Florida teach-in program and "Teacher to Teacher."	Principal	When job opportunities are available.	
2	2. The AP for curriculum will work in collaboration with Fran Holleran (district support) to facilitate the New Educator Training Program (NET) to orient new teachers to the CCPS specific programs and instructional tools along with the state Educator Accomplished Practices (EAP). The new teachers will meet monthly with his/her assigned peer mentor to work toward completion of the NET portfolio which will be submitted in April.	Asst. Principal for Curriculum	Ongoing through May 2012	

3	3. Department chairs will meet bi-monthly (minimum) with all departmental staff to guide and assist in the instructional development of curriculum, content specific information, essential learning's, focus calendar development and model lessons	Asst. Principal for Curriculum Department Chairs (Site-Based Instructional Leaders)	Ongoing through May 2012	
4	4. Provide professional development opportunities for teachers to examine data and work collaboratively to problem solve solutions to improve instruction and make change when necessary to provide for student learning.	Asst. Principal for Curriculum Department Chairs (Site-Based Instructional Leaders)	Ongoing through May 2012	
5	5. The Leadership team will promote participation in district supported PLC's and school site content engagement teams such as Literacy Leadership, RTI academic and behavior, Technology team, book studies and lesson study groups. The leadership team will provide opportunities for teachers to observe best practice lessons taught by others.	Asst. Principal for Curriculum Department Chairs (Site-Based Instructional Leaders) District level Curriculum & Instruction Specialists	Ongoing through 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
Paul DeGaeta	OOF in Reading and NHQ in Reading	ESE	Mr. DeGaeta is certified in ESE and is preparing to complete the reading endorsement. He receives assistance from our Literacy Coach and ESE Liason.
Joanne Francks	NHQ in Science	ESE	Mrs. Francks is certified in ESE and will complete the necessary testing to become HQ in Science. She is working with the District office personnel to prepare for the test to obtain her certification. She is being monitored by the Assistant Principal who oversees ESE and the ESE liason
Matthew Galley	OOF and NHQ in Science	Middle Grades Social Science	Mr. Galley is preparing to take additional tests to obtain certification in the field of science. He is being monitored by the Asst. Principal of curriculum. He has a peer mentor who specializes in the courses he is currently teaching this year.
Jennifer Blanchette	NHQ in Science	ESE	Mrs. Blanchette is preparing to take the additional tests to obtain certification and become HQ in Science. She has a peer coach in the area of science who is a National Board Certified Teacher and has participated in Clinical Educators training.
Sally Broyles	NHQ in Reading	ESE	Mrs. Broyles is certified in ESE and will complete the necessary courses to become highly qualified in reading. The coursework may take two years to complete.

### 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
104	0.0%(0)	14.4%(15)	27.9%(29)	56.7%(59)	55.8%(58)	94.2%(98)	15.4%(16)	2.9%(3)	7.7%(8)

### 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
Dave Masony	Matthew Galley	Mr. Galley is not a new teacher but new in the field of science. Mr. Masony is on the district curriculum writing committee for Integrated Science and has taught this course for 6 years.	Weekly meetings between mentor and mentee to discuss lesson planning, assessment and curriculum.
Susan Haynes	JenniferBlanchette	Mrs. Haynes teaches Biology and is on the state EOC Assessment team. She is a National Board Certified and clinical Educator trained teacher and is highly qualified as a mentor in the area of biology	Activities set forth and required by the CCPS NET program to complete portfolio documentation.
Jacqueline Cushman	Paul Montanari	Mrs. Cushman is part of the Performing Arts Department. Mrs. Cushman has completed clinical educators training and has the necessary curricular background in this field as well as the activities component to be able to guide and assist Mr. Montanari in all aspects of his responsibilities as a band director.	Activities set forth and required by the CCPS NET program to complete portfolio documentation.  Coaches/Club Sponsor events

## 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.

Bernard Duffy-Principal; Deelynn Bennett-Asst. Principal; Herb Bennett-Asst. Principal, Wendy Schmidt- Dir. Of Guidance/11th grade counselor; Cindy Gering-12th grade counselor; Judy Blaylock-10th grade counselor; Kathy Erwin-9th grade counselor; Jennifer Kyle-School Social Worker; Debra Delker – School Psychologist; Ruth Shaulis- Literacy Coach; Ann Berger-ESE Liason; Patricia Williams-ESE Liason; Dale Russell-11/12th grade dean; Mark Christensen-10th grade dean; Tom Mut-9th grade dean  
Teachers: Dave Masony- Science; Evan Robinson- Social Studies; Scott Harvey – Math Dept. Chair; Susan Haynes – Science; Jack Ham- Social Studies/RTIb coordinator; Laura Allen – District Support; Angie Nolan – PE/Health ; Ken Kincaid- Social Studies; Paul DeGaeta – ESE; Brad Smith – Career & Tech Ed.

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 leadership team meets once a month to establish and monitor the instructional/intervention action plans developed to achieve goals, and allocate the resources needed to fully implement instructional and behavioral intervention plans with fidelity. The leadership team has developed a Step by Step process to follow to assist with the implementation of RTI to assure that students receive progress monitoring and the necessary interventions to assist them to develop the skills necessary to help them achieve academically. The leadership team acts as a support team for the grade level support teams which meet weekly. A weekly agenda is developed by the Asst. Principal that oversees grade 11/12 and 9/10. Each individual on the support team has a role and responsibility specific to their special area of expertise. The grade level teams review and analyze student data and use this information to determine academic interventions to assist striving students. Conversations about interventions take place and are documented. If it is determined by the team that the student needs additional interventions, a case worker is assigned, preliminary testing begins and a teacher/student/parent meeting is set to determine interventions, method of progress monitoring and a date is set to reconvene to report on effectiveness of interventions. Through the problem solving approach, if it is determined that the student is not progressing, the student may be referred for additional testing and/or increased intervention assistance.

The content area departments analyze data after progress monitoring and make changes in Tier 1 instruction (core) to develop a strong foundation of success for all students. Departments have been encouraged to develop common interventions that assist with struggling students and all teachers have received a resource entitled, Response to Intervention Strategies by Mentoring Minds. Teachers may refer students to the grade level support team by using the CHS specific RTI referral form along with Form 1 (teacher documented interventions). Reasons for referrals could include the following: attendance, academics, discipline, social and psychological. Meeting minutes are posted to a shared folder for all teachers to view.

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?

Problem Solving and Response to Intervention is the overarching umbrella that integrates and aligns processes, supports, and resources from multiple school improvement efforts. In the flowchart of School Based Leadership, our Partnership & Performance Council (PPC) and Department Chairs analyze data to determine school-wide learning and developmental areas in need of improvement, Identify barriers which have or could prohibit the school from meeting improvement goals, Develop action plans in conjunction with the content engagement teams (RTI, Literacy Leadership and grade level support teams) to meet school improvement goals, Distribute and assign resources to implement plans, Monitor fidelity and effectiveness of core and tier 2 instruction in conjunction with grade level support teams, and Support the problem solving efforts of all other teams.

#### 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.

Charlotte High implements a data based problem-solving model with a multi-tiered system of interventions based on student need. The interventions are designed to meet the specific barriers identified. Effective interventions are built on a solid foundation of effective core instruction. (Tier 1) Using a varied array of assessment data, teachers monitor progress and document in-class interventions for striving students. If the teacher determines that the student is not making adequate progress, the student can be referred to the grade level support team. The grade level support team evaluates a variety of data to determine a progress monitoring plan and increased intervention intensity and duration. The school psychologist and literacy coach are part of the problem solving process in the determination of possible Tier II interventions. The staff uses Performance Matters and FOCUS to gather information to determine strengths and weaknesses of their student population. Progress monitoring takes place using the following: Florida Assessments for Instruction in Reading (FAIR), USA Test Prep (FCAT Reading), SAM on-line testing for EOC preparation in Biology, Algebra I, and Geometry, Teacher created common exams aligned to NGSSS, Analysis of PLAN, SAT/ACT and PERT data. Discipline data is evaluated quarterly to determine changes in our Positive Behavior Model action plan. The district is working on an Early Intervention Warning System that will "push" the powerful predictors of high school completion/drop out variables to the school teams in order to intervene in a timely manner

to enable greater success for all students.

Describe the plan to train staff on RtI.

Continued training and information will take place in grade level meetings which are scheduled once monthly for 45 minutes as evidenced by agendas. Charlotte High began the implementation of their Positive Behavior Program with a roll out to staff during pre-school. Department Chairs will attend Editure Training offered by the district to be used in site-based professional development activities. The Editure modules include essential professional development for differentiation with RTI, lesson study and a variety of other opportunities that can be incorporated into Departmental Professional Learning Communities.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Comprised of administrators (Deelynn Bennett, Asst. Principal & Bernard Duffy, Principal), literacy coach (Ruth Shaulis) and teachers from various content areas: Mathematics (D. Garlick), English & reading (G. Tidwell & J. Soetbeer), Science (M. Manacheril), Social studies (E. Klossner & I. Kincaid), Career & Technology education (J. Scinta & C. George), Media (T. Cain), Fine & performing arts (J. Cushman), and Physical education (N. Daniel).

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

Literacy Leaderships meets once per month. The roll of this team is to create and implement instructional changes that strengthen student achievement, achieved through professional development presentations at applicable department meetings, classroom modeling and providing professional support to peers. The team engages in ongoing professional dialogue and makes decisions based on review of current research, student and teacher data, and best practices linked to improving student achievement.

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

The team specifically supports the direction of school culture and development as outlined by the administration and the school leadership team (PPC). This will include the continuation of developing data-driven instructional practice in each CHS classroom. It also includes support of the Response to Intervention program, both academically and behaviorally, especially with regard to raising the level of student responsibility. The Team will continue to fine-tune upcoming editions of The Tarpon Tracker, an agenda tool by which students learn to track and analyze their personal, standardized test data and engage in and practice skills related to time management. At monthly meetings the team will actively participate in a minimum of one strategy which members will take to their department meetings (and Professional Learning Communities) to share, implement and support.

## NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status  
[View uploaded file](#) (Uploaded on 9/22/2011)

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.

Reading is the Foundation and building block for success in all content areas. Content teachers apply before, during, and after reading comprehension strategies for use with content area text. Teachers use strategies for concept vocabulary and comprehension of content text with the use of graphic organizers. Reading in the content classrooms is monitored through classroom walk-through. It is also monitored through library check-out circulation data. Content literacy ensures that each student experiences engagement with authentic text and informational text each day. Within the district, NGCAR-PD is offered to the content area teachers seeking to enhance professional knowledge of reading in the content areas and to enrich the reading of content area texts for all learners. Strategies and skills related to individual contents are utilized to promote comprehension of content. Charlotte High currently has one CAR-PD certified teacher. Content teachers work in conjunction with reading teachers to support independent reading and provide motivational support to all students. Teachers are encouraged to include a variety of texts which include internet, magazines and supplements to the textbook.

Teachers across the curriculum include writing as a way for readers to communicate the meaning they have constructed from reading text. Writing across the curriculum is for the purpose of clarifying, questioning, summarizing, explaining, connecting or extending what has been read. Teachers use a multitude of forms which include: quick writes, learning logs, reflection journals, paragraph writing, analytical essays, technical writing and reports. This is an integral part of the "after reading" phase of the reading process which allows students to make connections and respond to ideas.

The work of the Literacy Leadership Team (content engagement) will enrich and support all teachers with the LTT outreach program "strategy-to-go" idea. (i.e. - Linear Arrays). In addition to the resource "More Tools for Content Area Literacy", the strategy-to-go idea will continue to add additional strategies for all teachers to place in the tool box of interventions. In the DOE "Doing What Works" model of using student achievement data, teaching students to examine their own data and set learning goals is a part of the framework. With input from content area departments, the literacy leadership team developed the "Tarpon Tracker," used by students to document all assessment data, learning goals and keep track of their weekly independent readings. Most teachers make the "tracker" part of their classroom expectations. Teachers can explicitly show students how to interpret their data and use it to set goals and guide their personal learning. Students are asked to explain their personal data during "data chats" with administration.

All teachers are to identify their level 1 and 2 readers and incorporate reading interventions and support strategies within their Individual Professional Development Plans. All Departments are encouraged to engage our literacy coach in data analysis as a resource to support strong literacy instruction in the content areas. Response to Intervention is embedded into each content area through collaborative departmental discussions about "best practice" interventions and lessons. After FAIR testing is completed for each scheduled AP session, the data is transferred to the curriculum decision tree and shared with all teachers. Content teachers are to identify those students that fall into the different levels and use the recommended strategies listed. Our literacy coach will continue to use the grade level house meetings to provide professional development on the FAIR data and what the data can tell us about differentiating instruction. The "shared CHS folder" on the server is a place whereby all information regarding FAIR, FCAT, Literacy Strategies, and college readiness information can be found by everyone.

The Administrative team will meet with teachers to discuss professional development plans and assist with resources to help all teachers integrate strategies for striving students. All teachers have had professional development in Marzano's research-based instructional strategies and the Guided Release Model of instruction. Teachers are encouraged to use the Guided Release model to integrate standards based min-lessons into their curriculum. Departmental learning communities incorporate time within their agendas to address the development of mini-lessons using the guided release model.

### \*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?

Students participate in a series of career lessons taught within core subject classes that relate their academics with their career areas of interest. Examples of such related activities would include:

- \* Writing resume's and preparing responses to college and scholarship application prompts;
- \* Performing scholarship searches and developing a budget for postgraduate plans by researching costs involved (tuition, textbooks, housing, transportation, etc.);
- \* Comparing/contrasting continuing education institutions and the requirements for admission;
- \* College readiness: participating in PLAN, ASVAB and/or PSAT testing options as well as on- line practice sites in preparation for ACT/SAT tests;
- \* Attending college admissions visits to CHS in preparation for the application process;
- \* Monitoring of individual ePEP accounts to assure graduation requirements are met, college entrance requirements are met, as well as to monitor FL Bright Futures eligibility.

Integration also occurs when students use core subject skills and knowledge to complete assignments in CTE (Career & Technical Education) courses such as reading handbooks, manuals, recipes, etc.; writing for communication, graphic design, TV anchor scripts, etc.; performing math calculations related to health science careers, culinary arts, construction, aviation, etc.,

using principles of physics in drafting, technological studies, and aviation; and a variety of sciences as applied to agriculture, health sciences, food and nutrition, etc..

Social studies provide a common thread throughout CTE pathways as students study the historical development of careers as well as the social implications of human interaction, medical developments that countered disease and plagues, the industrial revolution and technology today.

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?

Students and parents will be encouraged to begin the process of postgraduate planning as early as grade 8 with our annual "Dreambuilding" event with our feeder middle school which will take place in February. Registration begins early January beginning with the grade 11/12 students. All students have access to an on-line catalog. Those that do not have internet access are provided with a hard copy of the comprehensive school catalog that outlines all courses offered, graduation requirements and applications for special programs. An overview of the registration process is given to each grade level in small group presentations. Informational parent nights are conducted to help parents/students with career planning and to make certain all students are on track for graduation. Guidance counselors sit with each individual student to go over transcripts, make recommendations and enroll students into courses for the following year. Under the school district distributed teacher allocations, Charlotte High does our best to meet the individual needs of each student through a variety of educational opportunities that are available.

Students begin by selecting one or more career areas of interest and then investigate the educational requirements of achieving such a career. By using websites such as CHOICES and FACTS.org, students are able to research high school courses (both core and elective) that not only introduce and provide them with basic skills and knowledge related to a career, but also support courses that will be required during their postgraduate studies. The first phase of this study occurs with freshmen and sophomores as they plan and perfect their ePEPs to meet graduation and FLBFS eligibility requirements, while the second phase follows as juniors and seniors research prospective college majors/minors and the courses required within those majors/minors. Students visit with their Guidance Counselors and Career Specialist to review their transcripts and ePEP accounts and can make adjustments to the ePEP account any time a change of occupational interest might occur. Career related electives, maths and sciences, are courses that students receive particular assistance with in order to enhance their college readiness and to make all courses of study more meaningful.

## 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](#)

- Through research of educational requirements of the 25 fastest growing occupations by year 2018, 9th grade students will understand the need to plan continuation of their education past 12th grade.
- Parent seminars will be held to introduce parents to the use of CHOICES, FACTS.org, and FL Bright Futures Scholarships so they can assist their sons/daughters with relating high school academics to career opportunities.
- 9th and 10th grade students will research educational requirements of selected career areas of interest to assist with the development of personal short and long term educational goals.
- Guest speakers from a variety of careers/occupations within the community, will address students within related career electives to reinforce the relevance of mastering course content and the benefits taking rigorous core courses (honors/DE/AP).
- Core curriculum will offer assignments that integrate concepts and skills learned to students' individual career goals (i.e., math to Construction / medical measurements / game design formatting, etc.)
- Each semester, all students will review their FL Bright Futures eligibility to reinforce the need for content mastery, minimal GPA requirements, and minimal ACT/SAT/CPT qualifying test scores.
- Prior to sophomores and juniors taking the PLAN, PSAT and ASVAB tests, each group will receive special presentations for the purpose of providing understanding, purpose and benefits of taking these tests.
- Follow-up lessons to all grade 10 students on the interpretation of results and next steps.
- Analysis of ACT/SAT/PLAN data through Departmental PLC's.
- Teachers are encouraged to use college readiness data to set goals for Individual Professional Development plans
- College Readiness data is posted into a shared folder accessible by all teachers in the school.
- College Readiness data (ACT, PLAN, SAT) data is accessible for each teacher through Performance Matters.
- Charlotte High will add Advanced Placement Statistics to the course catalog for the 2012-13 school year and will continue to add dual

enrollment and college level courses through a variety of educational opportunities and institutions based upon certified teachers.

- Weekly RTI support team meetings analyzing early warning signals for "at-risk" students in danger of not graduating and implementing

interventions as necessary on an individual basis to assist students in graduating with cohort group.

- Charlotte High will use the PLAN test and the AP Predictor report as well as FCAT scores and student GPA to determine dual enrollment and

Advanced Placement enrollment.

## 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:	Having achieved base level proficiency, it is important that these students maintain proficiency as well as increase retention skills and develop a wider knowledge base.  The goal is to move the number of readers with basic proficiency levels from 53% to 56 %.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
53% @ 508 students.	56%

#### 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	1.1. Reading for retention	1.1. Re-reading, classroom reading, writing, discussion.  Emphasis on note-taking skills and study strategies.  Assign reading to be done outside the classroom.	1.1. Teacher	1.1 Creation of lessons, assignments and tests that demand retention of material to successfully complete.	1.1. Collection of assignments and tests on shared drive. Monitoring of assignments and tests on Focus.
2	1.2 Maintaining Proficiency	1.2 Use of Independent Reading logs with reflection piece. Use Active Expressions for reading quizzes. Use graphic organizers	1.2 Teacher	1.2 Rubric to evaluate reflections. Active Expressions quizzes developed. Collection of graphic organizers stored on shared drive.	1.2 Evaluating student responses using rubric. Quizzes and graphic organizers stored on shared drive.
3	1.3 Lack of prior knowledge	1.3 Article 'read aloud' with class discussion.  Inclusion of non-fiction reading  Provide direct instruction in background for all stories.  Agreed upon basic reading selections for each grade level.	1.3 Teacher Department Chair	1.3 Shared collection of articles for use in activity.  Agreement on a small core of grade level reading selections	1.3 Evidence of implementation reflected in lesson plans.  Listing of selections on shared folder.
4	1.4 Using data to drive instruction	1.4 Ongoing teacher training	1.4 Administrative staff	1.4 Teacher feedback	1.4 Data used in PDP

5	1.5 Lack of funding to support legislative driven initiatives.	1.5 Continued efforts to provide necessary information to legislatures so that decisions made are data driven.	1.5 All members of the school house	1.5 Review of legislation	1.5 School funding
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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:	Having achieved a high level of proficiency on the reading portion of the FCAT, students must now increase their ability to read for retention and to think critically. Remediation must be done as students have spent years 'preparing' for a base proficiency test instead of preparing for critical thinking, creative thought and true college readiness.  The goal is to increase the number of high performing students from 21% to 23%
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
21% @ 206 students	23%

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	2.1. Lack of Critical Reading Skills	2.1. Present questions that require higher level thinking. Map out, verbalize, or discuss, the thought process used to come to a conclusion.	2.1 Teacher	2.1. Rubric to evaluate student responses	2.1. Evaluating student responses using rubric
2	2..2. Reading for retention	2..2. Re-reading, classroom reading, writing, discussion	2.2. Teacher	2.2. Creation of assignments and tests that demand retention of material to successfully complete.	2.2 Collection of assignments and test on shared drive. Monitoring of assignments and tests on Focus

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:	Students making adequate yearly learning gains must be encouraged to maintain proficiency as well as to increase their ability to retain information that has been read. It is also critical that this group of students develop a level of comfort when faced with computer based testing.  The goal is to increase the number of students making learning gains from 53% to 55%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
53% @ 208 students	55%

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	3.1. Reading for retention	3.1. Re-reading, classroom reading, writing, discussion	3.1. Teacher	3.1 Creation of assignments and tests that demand retention of material to successfully complete.	3.1. Collection of assignments and test on G drive. Monitoring of assignments and tests on Focus.
2	3.2 Maintaining Proficiency	3..2 Use of Independent Reading logs with reflection piece. Use Active Expressions for reading quizzes. Use graphic organizers	3..2 Teacher	3. .2 Rubric to evaluate reflections. Active Expressions quizzes developed. Collection of graphic organizers stored on G drive	3.2 Evaluating student responses using rubric. Quizzes and graphic organizers stored on G drive
3	3..2. On-line testing: Student training  Teacher training	3. .2.  Practice reading and responding using USA Test Prep.  Lobby for support from district and state for necessary hardware, software and training to successfully carry out on-line testing mandate.	3. 2.  Teacher  All school staff members	3..2.  Recording of testing responses  Collection of resources provided by the district and state.	3.2.  USA Test Prep, FCAT, CBT  Documentation of communication with district and state level authorities regarding concerns and needs
4	3.3 Lack of student commitment to learning	3.3 Logging of assessments by students in their Tarpon Trackers along with one on one conferencing between teacher or reading coach and student	3.3 Students, Teachers, Reading Coach, Administrators	3.3 Review of Tarpon Tracker and assessments	3.3 Assessment 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:

<p>4. Percentage of students in Lowest 25% making learning gains in reading</p> <p>Reading Goal #4:</p>	<p>In addition to having deficiencies in sustaining focus and in prior knowledge, reading extended passages on-line will require these students to develop a whole new skill set. The goal is to provide as much opportunity as possible for students to develop reading endurance on and off line while increasing their base of prior knowledge. In order to meet this need, additional hardware, additional software, training, and student support is needed.</p> <p>The lack of funding to appropriately provide the equipment, training and manpower needed to truly prepare these students poses a tremendous challenge.</p> <p>Despite these daunting obstacles, the goal is to raise the percentage of this group making learning gains from 42% to 44%.</p>
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
42% @ 101 students	44%

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	4.1 Lack of endurance	4.1 Increasing time for classroom silent sustained reading as the year progresses	4.1 Teacher	4.1 Reading logged in Tarpon Tracker. Teacher observation.	4.1 Clock to time the period in which students stay engaged in reading. Data from reading logs.
2	4.2 On-line testing: Student training  Teacher training	4.2 Practice reading and responding using USA Test Prep.  Lobby for support from district and state for necessary hardware, software and training to successfully carry out on-line testing mandate	4.2. Teacher  All school staff members	4..2. Recording of testing responses  Collection of resources provided by the district and state.	4.2. USA Test Prep, FCAT, CBT  Documentation of communication with district and state level authorities regarding concerns and needs
3	4 .3 Lack of prior knowledge	4 .3 Article 'read aloud' with class discussion	4 .3 Teacher	4 .3 Shared collection of articles for use in activity.	4.3 Evidence of implementation reflected in lesson plans.
4	4.4 Lack of funding to support legislative driven initiatives	4.4 Continued efforts to provide necessary information to legislatures so that decisions made are data driven.	4.4 All members of the school house	4.4 Review of legislation	4.4 School funding
5	4.5 Lack of student commitment to learning.	4.5 Logging of assessments by students in their Tarpon Trackers along with one on one conferencing between teacher or reading coach and student	4.5 Students, Teachers, Reading Coach, Administrators	4.5 Review of Tarpon Tracker and assessments.	4.5 Assessment 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):

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5A:</p>	<p>In addition to having deficiencies in sustaining focus and in prior knowledge, reading extended passages on-line will require these students to develop a whole new skill set. The goal is to provide as much opportunity as possible for students to develop reading endurance on and off line while increasing their base of prior knowledge.</p> <p>In order to meet this need, additional hardware, additional software, training, and student support is needed.</p> <p>The lack of funding to appropriately provide the equipment, training and manpower needed to truly prepare these students poses a tremendous challenge.</p> <p>Despite these daunting obstacles, the goal is to raise the percentage of this group making learning gains from 50% to 52%.</p>
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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: 50% @ 349 students	White: 52%

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	1.2. Lack of endurance	1.2. Increasing time for classroom silent sustained reading as the year	1.2. Teacher	1.2. Reading logged in Tarpon Tracker. Teacher	1.2. Clock to time the period in which students stay engaged
2	5A 2. On-line testing	5A 2. Practice reading and responding using USA Test Prep.	5A 2. Teacher	5A 2. Recording of testing responses	5A 2. USA Test Prep, FCAT, CBT
3	5A 3. Lack of prior knowledge	5A 3. Article 'read aloud' with class discussion	5A 3. Teacher	5A 3. Shared collection of articles for use in activity	5A 3. Evidence of implementation reflected in lesson plans.
4	5.A.4 Lack of funding to support legislative driven initiatives.	5.A.4 Continued efforts to provide necessary information to legislatures so that decisions made are data driven.	5.A.4 All members of the school house	5.A.4 Review of legislation	5.A.4 School funding
5	5. A. 5 Lack of student commitment to learning.	5. A. 5 Logging of assessments by students in their Tarpon Trackers along with one on one conferencing between teacher or reading coach and student	5. A.5 Students, Teachers, Reading Coach, Administrators	5 .A. 5 Review of Tarpon Tracker and assessments.	5 .A. 5 Assessment 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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Reading proficiency N/A within the AYP subgroup of ELL students.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A only 21 students in this category	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
	Closing the achievement gap	All strategies listed for all other AYP	All teachers	FAIR testing Teacher assessments	FCAT 2.0 FAIR

1	between ELL students and their peers.	categories. Use of English Language Dictionary. ELL training of resources available to all teachers to assist this subgroup of students. Use of IPOD's to engage students in listening to English language.	ELL Coordinator Asst. Principal		
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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:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5C:	<p>In addition to having deficiencies in sustaining focus and in prior knowledge, reading extended passages on-line will require these students to develop a whole new skill set. The goal is to provide as much opportunity as possible for students to develop reading endurance on and off line while increasing their base of prior knowledge.</p> <p>In order to meet this need, additional hardware, additional software, training, and student support is needed.</p> <p>The lack of funding to appropriately provide the equipment, training and manpower needed to truly prepare these students poses a tremendous challenge.</p> <p>Despite these daunting obstacles, the goal is to raise the percentage of this group making learning gains from 19% to 21%.</p>
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
19% @ 31 students, tested 166	21%

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	5C 1. Lack of endurance	5C 1. Increasing time for classroom silent sustained reading as the year progresses	5C 1. Teacher	5C 1. Reading logged in Tarpon Tracker. Teacher observation	5C 1. Clock to time the period in which students stay engaged in reading.
2	5C 2. On-line testing	5C 2. Practice reading and responding using USA Test Prep.	5C 2. Teacher	5C 2. Recording of testing responses	5C 2. USA Test Prep, FCAT, CBT
3	5C 3. Lack of prior knowledge	5C 3. Article 'read aloud' with class discussion	5C 3. Teacher	5C 3. Shared collection of articles for use in activity.	5C 3. Evidence of implementation reflected in lesson plans.

4	5.C.4 Lack of funding to support legislative driven initiatives.	5.C.4 Continued efforts to provide necessary information to legislatures so that decisions made are data driven.	5.C.4 All members of the school house	5.C.4 Review of legislation	5.C.4 School funding
5	5. C. 5 Lack of student commitment to learning.	5. C. 5 Logging of assessments by students in their Tarpon Trackers along with one on one conferencing between teacher or reading coach and student	5. C..5 Students, Teachers, Reading Coach, Administrators	5 .C. 5 Review of Tarpon Tracker and assessments	5 .C. 5 Assessment 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:

<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5D:</p>	<p>In addition to having deficiencies in sustaining focus and in prior knowledge, reading extended passages on-line will require these students to develop a whole new skill set. The goal is to provide as much opportunity as possible for students to develop reading endurance on and off line while increasing their base of prior knowledge.</p> <p>In order to meet this need, additional hardware, additional software, training, and student support is needed.</p> <p>The lack of funding to appropriately provide the equipment, training and manpower needed to truly prepare these students poses a tremendous challenge.</p> <p>Despite these daunting obstacles, the goal is to raise the percentage of this group making learning gains from 38% to 40%.</p>
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: \*

2012 Expected Level of Performance: \*

38% @ 189 students, tested 497

40%

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	5D 1. Lack of endurance	5D 1. Increasing time for classroom silent sustained reading as the year progresses	5D 1. Teacher	5D 1. Reading logged in Tarpon Tracker. Teacher observation.	5D 1. Clock to time the period in which students stay engaged in reading.
2	5D 2. On-line testing	5D 2. Practice reading and responding using USA Test Prep.	5D 2. Teacher	5D 2. Recording of testing responses	5D 2. USA Test Prep, FCAT, CBT
3	5D 3. Lack of prior knowledge	5D 3. Article 'read aloud' with class discussion	5D 3. Teacher	5D 3. Shared collection of articles for use in activity.	5D 3. Evidence of implementation reflected in lesson plans.
	5.D.4 Lack of funding to	5.D.4 Continued efforts to	5.D.4 All members of	5.D.4 Review of legislation	5.D.4 School funding

4	support legislative driven initiatives	provide necessary information to legislatures so that decisions made are data driven	the school house.		
5	5. D. 5 Lack of student commitment to learning.	5. D. 5 Logging of assessments by students in their Tarpon Trackers along with one on one conferencing between teacher or reading coach and student	5. D..5 Students, Teachers, Reading Coach, Administrators	5 .D. 5 Review of Tarpon Tracker and assessments.	5 .D. 5 Assessment 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
Technology Training	9-12 Reading/English	Technology Cadre	School-wide	Pre-School Meetings/Work days	Documentation of technology use	Administration
PLC College Readiness	11/12 English/Reading	Dept. Chair	Grade Level Teachers	Pre-School Meetings/Work days	Development of Shared Resources	Reading Department Chair
PLC Developing Proficient Readers	9/10 Reading/English	Dept. Chair	Grade Level Teachers	Pre-School Meetings/Work days	Development of Shared Resources	Reading Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge Plugged Into Reading	Resources from adoption and variety of sources.	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On-Line Testing practice	On-Line Testing practice USA Test Prep	A+ funds	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Training	Computer resources and peripherals located at school site.	District Provided	\$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: \$300.00

*End of Reading Goals*

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# 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:	60 % of the students taking the FCAT re-take Grade 10 Math test will pass the test on or before the end of the 2010-11 school year.  90 % of our students taking the Algebra I EOC will pass for credit.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
81% @369 students Grade 10	Due to the transition to Algebra I EOC, the target for proficiency has yet to be determined. Based on last years results of the Alg. I EOC baseline and using the conversion of t- scores, we are expecting 90 % pass rate for Algebra I EOC

## 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	Attendance	<p>Students will be closely monitored through the RTI process. The implementation of RTIb action plan as reported in this plan, will assist with attendance issues.</p> <p>Progress monitoring of all Algebra I students with SAM on-line testing.</p> <p>Progress monitoring of all FCAT re-take students with SAM on-line testing.</p> <p>With the implementation of the new textbook, teacher assessments will demonstrate strengths and weakness of each individual student and can provide remedial strategies for those specific weaknesses. This will be implemented through the technology component of the new textbook adoption.</p>	<p>Grade level support team Which includes: Principal Asst. Principal Classroom teachers  Guidancecounselor Social Worker LiteracyCoach School Psychologist</p>	<p>Data analysis of progress monitoring using performance matters.</p> <p>Teacher developed charts and graphs.</p> <p>Teacher developed formative assessments.</p>	<p>EOC Final SAM on-line in March Teacher Assessments Teacher PDP's Classroom Walk throughs</p>
	1.2. Lack of student motivation/test anxiety  Striving students (level 1&2)	<p>CHS is a Renaissance School for grades. The Positive Behavior Model plan will also assist students to become more motivated.</p>	<p>RTIb support team Classroom Teacher Grade level support team</p>	<p>Data anyalsis of progress monitor in using performance matters.</p> <p>Teacher developed</p>	<p>EOC Final SAM on-line in March Teacher Assessments Teacher PDP's Classroom Walk</p>

2		<p>Students have been provided with a "tarpon tracker" to record individual student data and establish goals.</p> <p>Teachers will use a summative benchmark analysis sheet to record student progress and provide interventions as necessary to remediate.</p> <p>Those students who are receiving Tier 2 interventions and are not being successful will be referred for intensive intervention strategies set forth by the grade level support team, teachers, parents and student in a progress monitoring plan.</p>		<p>charts and graphs.</p> <p>Teacher developed formative assessments..</p>	<p>throughs</p>
3	<p>1.3. Budget/Lack of funding sources to provide quality professional development</p>	<p>The math department will make use of the common planning time in the morning to collaborate on "best practices", and evaluate data after progress monitoring. They will use the Inservice Planning day on Oct. 11th to create a focus calendar for Geometry and Algebra I.</p>	<p>Department Chair Classroom teachers</p> <p>Asst. Principal, Curriculum</p>	<p>Sign in rosters and agendas for all department meetings and planning days</p>	<p>Progress monitoring results</p> <p>Teacher PDP's Algebra and Geometry EOC results</p>
4	<p>1.4 Budget/Lack of funding sources to provide after school remediation</p>	<p>The leadership students at CHS are providing a peer tutoring program that is available before and after school.</p>	<p>TLA Peer Tutoring Coordinator</p> <p>Guidance Counselors</p>	<p>Documentation from peer tutoring coordinator</p>	<p>Progress Monitoring and EOC</p>
5	<p>1.5 Student socio-economic status/lack of technology at home</p>	<p>Students can be referred to guidance for a computer. We have community resource that refurbishes computers and assigns them to students in need.</p> <p>Students can come to the media center or teacher classrooms before and after school to access computers.</p>	<p>Guidance counselors</p> <p>Social Worker</p> <p>Classroom teachers</p>	<p>Referrals to guidance for computers</p>	<p>RTI documentation of interventions.</p>
6	<p>1.6 Curricular commitment to include reading strategies for all students.</p>	<p>1.6 Teachers are encouraged to identify striving students using Performance Matters.</p> <p>Create differentiated lessons to accommodate the learning needs of the striving students.</p> <p>Provide specific reading strategies as needed based on results of</p>	<p>1.6 All teachers</p>	<p>1.6 Progress Monitoring using FAIR assessments, teacher made assessments, teacher developed lesson plans and formative assessments</p>	<p>1.6 EOC exams in all areas. FCAT 2.0 ACT SAT PERT</p>

	FAIR test.  Emphasize note taking skills, writing (elaboration), pre-reading strategies, word walls, and "read-alouds" to support the school-wide literacy effort.		
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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:	In the transition to EOC's our expected outcome is for 50% of our students to receive a T – score of 50 or higher. (This would be representative to level 4/5).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
43.8% 200 at level 4 or 5	Due to the transition to Algebra I EOC, the target for proficiency has yet to be determined. We are aiming for 50% or higher

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Transition into the new NGSSS. The speed at which the transition has taken place has caused lagging results.	CHS implemented summer work packets to assist with the develop of skill sets needed to jump start Algebra.  Teachers suspended the 9th grade curriculum for 1 week to allow for review of the summer work material.  Through the Prentice Hall series, students can be provided enrichment lessons to heighten their knowledge of concepts	Math Department Chair Algebra I teachers Principal Asst. Principal for Curriculum	Analysis of summer work packets.  Pre-testing by Algebra I teachers.	Algebra I EOC SAM on-line Progress monitoring results. Teacher made assessments through Pearson.
2	2.2. Scheduling Placement and College Readiness	2.2. Students identified as part of middle school TAG program are evaluated for placement into Honors Geometry only after successful c completion of Algebra I. Those students who score at a level 4/5 on a state administered math test and who have received an "A" grade in the prerequisite math class should be targeted for honors level courses.	2.2. Guidance Counselors Classroom Teachers Asst. Principal for Curriculum	2.2. Master schedule Progress Monitoring testing Progress Reports Report Cards Teacher conferences	2.2 Scores on all state administered exams including ACT/SAT and PERT.
	2.3 Lack of student resources	2.3 All students enrolled in AP or DE courses will be supplied with a FLA-	2.3 Media Specialist Classroom Teacher	2.3 Documentation on the number of students that use and access	AP Exams DE Grades

3	PASS identification and login to be able to access the state university resources provided to college level students.	this information (media specialist), if possible.
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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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	It is difficult to establish a goal due to the transition to Algebra I EOC. We expect 90% of our students to pass the EOC.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% ( 337) of the students in grade 10 made learning gains in math.	Due to the transition to Algebra I EOC, the target for proficiency has yet to be determined. We are aiming for 50% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	What is a learning gain? There has not been a crosswalk determined for learning gains from FCAT to EOC for Grade 9 and 10.	The strategy to assure that all students are demonstrating proficiency includes:  Teacher assigns assessments After the assessment, the computer generates an enrichment or remedial assignment list. The student participates in a series of training videos at their own pace to remediate deficiencies. The student can review the assessment for mistakes.	Classroom Teacher Principal Asst. Principal for Curriculum Student	SAM on-line Data Analysis Geometry EOC progress monitoring Teacher grades Student data reports	Algebra I EOC Geometry EOC baseline Progress Monitoring reports. Teacher made assessments Grade reports.
2	3.2. 15 to 20% of those students for which the core curriculum is not effective.	3.2. Document and implement in class strategies necessary to remediate.  Refer to HST for possible Tier II interventions provided by a Progress monitoring plan.	3.2. Classroom Teacher HST committee Dept. Chair	3.2. SAM on-line Data Analysis Grade analysis Form 1 of RTI in-class interventions. Form 2 and Progress monitoring plan.	3.2. SAM on-line Teacher made assessments Teacher IPDP's Monitoring of Academic Improvement Plan
3	3.3. The % of students falling into the content reporting categories of measurement and geometry/spatial sense were at 43%; therefore, indicating the need to examine instructional delivery and lessons for these two areas.	3.3 These reporting categories do not illustrate a crosswalk to the Algebra I EOC and the Geometry EOC; therefore, teachers will use the test item specifications provided by the state to prepare students for the EOC exams.	3.3. Department Chair Asst. Principal for Curriculum Classroom Teachers District C &	3..3. SAM on-line data analysis Grade analysis	3.3. SAM on-line Teacher made assessments Teacher IDPD's

	A conscious effort and awareness to reinforce the skills to strengthen these content categories would be beneficial for all students as we transition to EOC's.		
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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:	Teachers will know the lowest 25% population, use classroom interventions as necessary to bridge the gap between lowest performing students and peers. It is expected that 90% of our students will receive a passing score on the Algebra I EOC.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
64% @ 73 students	Due to the transition to Algebra I EOC, the target for proficiency has yet to be determined. We are aiming for 50% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. 5 – 15% of students continue to fall significantly behind their peers. (Tier 2)	4.1. Develop a Progress monitoring plan for Tier 2 students using data from progress monitoring and variety of resources to develop a consistent set of interventions to be progress monitored at 3 week intervals. These interventions will be agreed upon by the HST committee, parents and students	4.1 HST Asst. Principal for Curriculum Classroom teachers Student and Parent	4.1. Evaluation of progress monitoring plan and all data necessary to determine if student is making progress.	4.1. Algebra EOC Teacher grades Geometry Baseline assessments
2	4.2. 1 – 5% of students significantly fall behind their peers. (Tier 3) Lack of personnel resources.	4.2. Provide for more individualized, intensive instruction targeting specific identified areas of concern.	4.2. Classroom teacher HST Student & Parents ESE Liasons	4.2. Evaluation of progress monitoring plans.	4.2. Algebra EOC Teacher grades Geometry baseline assessments.

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:	WHITE: It is expected that 80% of the students within this ethnicity will pass the EOC.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 78% @ 245 students (315 students with scores)	AYP target of 86%

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	Closing the achievement gap between AYP low performing subgroup and their peers.	<p>Employ Tier 2 interventions in the classroom to the 5 - 15% of the students who are striving based on progress monitoring assessments and teacher made assessments.</p> <p>Teachers will identify all students in this AYP classification, familiarize themselves with student strengths and weaknesses and begin differentiated instructional strategies as needed.</p> <p>Teachers will refer to the HST team the 1 - 5% of the students who need intensive interventions and will require more frequent progress monitoring and additional time with remedial strategies.</p>	<p>RTI/HST team Principal Asst. Principal Department Chair</p> <p>Classroom teachers</p>	Using the gradual release model, students will work with the teacher and the interventions provided to strengthen the specific skill sets to improve identified weaknesses.	<p>FAIR SAM on-line progress monitoring tests. Teacher IPDP's Teacher made exams. Remedial/Enrichment provided by textbook resources.</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 mathematics  Mathematics Goal #5B:	Not applicable for AYP in this category.
Mathematics Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	We will continue to monitor the progress of our ELL students and provide opportunities for students to be successful using the ELL teacher as a resource in math.

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
	Closing the achievement gap between AYP low performing subgroup and their peers.	<p>Employ Tier 2 interventions in the classroom to the 5 - 15% of the students who are striving based on progress monitoring assessments and teacher made assessments.</p> <p>Teachers will identify</p>	<p>RTI/HST team Principal Asst. Principal Department Chair</p> <p>Classroom teachers</p>	Using the gradual release model, students will work with the teacher and the interventions provided to strengthen the specific skill sets to improve identified weaknesses.	<p>FAIR SAM on-line progress monitoring tests. Teacher IPDP's Teacher made exams. Remedial/Enrichment provided by textbook resources.</p>

1		<p>all students in this AYP classification, familiarize themselves with student strengths and weaknesses and begin differentiated instructional strategies as needed.</p> <p>Teachers will refer to the HST team the 1 - 5% of the students who need intensive interventions and will require more frequent progress monitoring and additional time with remedial strategies.</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:

<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5C:</p>	<p>Improve the level of performance of this subgroup by a minimum of 2%.</p>
<p>Mathematics Goal #5C: Students with Disabilities (SWD)</p>	
<p>2011 Current Level of Performance: *</p>	<p>2012 Expected Level of Performance: *</p>
<p>43% @ 33 students (76 ESE grade 10 students tested)</p>	<p>Make AYP of 86% in Math.</p>

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>Closing the achievement gap between AYP low performing subgroup and their peers. FAIR SAM on-line progress monitoring tests.</p>	<p>Employ Tier 2 interventions in the classroom to the 5 - 15% of the students who are striving based on progress monitoring assessments and teacher made assessments.</p> <p>Teachers will identify all students in this AYP classification, familiarize themselves with student strengths and weaknesses and begin differentiated instructional strategies as needed.</p> <p>Teachers will refer to the HST team the 1 - 5% of the students who need intensive interventions and will require more frequent progress monitoring and additional time with remedial strategies.</p>	<p>RTI/HST team Principal Asst. Principal Department Chair  Classroom teachers</p>	<p>Using the gradual release model, students will work with the teacher and the interventions provided to strengthen the specific skill sets to improve identified weaknesses.</p>	<p>Teacher IPDP's Teacher made exams. Remedial/Enrichment provided by textbook resources</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 mathematics  Mathematics Goal #5D:	A 2% improvement is expected with students in this subgroup.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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66% @ 148 students. (224 grade 10 students tested in this subgroup)	Make AYP of 86% in math
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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	Closing the achievement gap between AYP low performing subgroup and their peers.	<p>Employ Tier 2 interventions in the classroom to the 5 - 15% of the students who are striving based on progress monitoring assessments and teacher made assessments.</p> <p>Teachers will identify all students in this AYP classification, familiarize themselves with student strengths and weaknesses and begin differentiated instructional strategies as needed.</p> <p>Teachers will refer to the HST team the 1 - 5% of the students who need intensive interventions and will require more frequent progress monitoring and additional time with remedial strategies.</p>	<p>RTI/HST team Principal Asst. Principal Department Chair</p> <p>Classroom teachers</p>	Using the gradual release model, students will work with the teacher and the interventions provided to strengthen the specific skill sets to improve identified weaknesses.	<p>FAIR SAM on-line progress monitoring tests. Teacher IPDP's Teacher made exams. Remedial/Enrichment provided by textbook resources</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
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TI inspire Calculator training	Grade 11/12	Math Curriculum specialist at district level.	Higher level teachers using	October 11 Inservice Day	Classroom Walkthroughs	Principal Asst. Principal Math Dept. Chair
Departmental Data Analysis for the progress monitoring of Algebra and Geometry	Grade 9 - Algebra I Grade 10 - Geometry	Dept. Chair/Asst. Principal	Teachers from each content area.	Continuous throughout the year.	Report out data during SINI/DA quarterly meetings.	Math Dept. Chair Math teachers  Asst. Principal Principal
New Textbook adoption resources opportunities	Grade 9 and 10	Math Curriculum specialist at district level.	Algebra and Geometry teachers	Pre-school/ August 3rd.	Continued teacher collaboration in dept. meetings about the textbook resources and their value to improving student achievement.	Dept. Chair Assistant Principal District Math Curriculum Specialist

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Algebra I NGSS & Test Item specs	DOE provided	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SAM On-line progress monitoring	Performance Matters	District provided	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TI inspire calculator training.	Calculators and training facilitator	District provided	\$0.00
Pearson textbook resources PD	Pearson	District provided	\$0.00
Departmental Data Analysis	Classroom space and Performance matters	District provided	\$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:	No FCAT Test will be available so an 80% pass rate on the Biology EOC using "T" scores to determine 30% of course grade in the baseline year.  This 80% figure reflects no baseline information as none yet exists.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

48% (195) students scored a 3 or higher on the FCAT Science Test.

80% pass Biology using the 30% baseline data.

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	1.1. Attendance	1.1 Students will be closely monitored through the RTI process. The implementation of RTIb action plan as reported in this plan, will assist with attendance issues	1.1. Grade level support team Which includes: Principal Asst. Principal Classroom teachers Guidance counselor Social Worker Literacy Coach School Psychologist	1.1. Charlotte High Renaissance program has a attendance component built in.  Data analysis of progress monitoring using performance matters.	1.1. Number of students successfully completing Biology which includes the 30% EOC exam.
2	1.2. Student motivation	1.2. CHS is a Renaissance School for grades. The Positive Behavior Model plan will also assist students to become more motivated.  Students have been provided with a "tarpon tracker" to record individual student data and establish goals.  Those students who are receiving Tier 2 interventions and are not being successful will be referred for intensive intervention strategies.  This is a textbook adoption year. The new texts should support not only the Biology class but the EOC exam.	RTIb support team Classroom Teacher	Teacher developed formative assessments..  Use of USA Test bank  Data analysis of progress monitoring using performance matters.  Teacher developed formative assessments.  Administrators will discuss with students their results on progress monitoring tests and FAIR data as well as set goals for improvements.	EOC Exam Teacher Assessments Teacher PDP's Classroom Walk throughs
3	1.3 Lack of funding source for professional development time.	The department will maximize the use of the 40 minute common planning time in the mornings to analyze data, meet with the curriculum and instructional specialist regarding DOE changes, develop action plans for continued progress in college readiness preparation, literacy development and data analysis of progress monitoring testing.	Dept. Chair Science teachers Curriculum Specialist Asst. Principal	The principal and Assistant principal will meet with the dept. chair to discuss action plans developed as a result of changes and data analysis.	Biology EOC Baseline exam Teacher Assessments Teacher PDP's Classroom Walkthrough's
	1.4 Curricular commitment to include reading strategies for all	1.4 Teachers are encouraged to identify striving students using	1.4 All teachers	1.4 Progress Monitoring using FAIR assessments, teacher	1.4 EOC exams in all areas. FCAT 2.0

4	students.	<p>Performance Matters.</p> <p>Create differentiated lessons to accommodate the learning needs of the striving students.</p> <p>Provide specific reading strategies as needed based on results of FAIR test.</p> <p>Emphasize note taking skills, writing (elaboration), pre-reading strategies, word walls, and "read-alouds" to support the school-wide literacy effort</p>		made assessments, teacher developed lesson plans and formative assessments	ACT SAT PERT
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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 science	Increase or maintain the number of students taking one or more AP or Dual Credit Science courses.
Science Goal #2:	With no more FCAT test to check the top tier students an increase in the students taking AP and Dual credit courses will replace that goal.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
8% (32) students received a 4 and 0% (2) students received a 5 on the FCAT Science test...	Increased or maintain the enrollment in AP and Dual Enrollment Science Courses

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	2.2. Perceived difficulty on AP Science tests	<p>2.2. Show results and passing rates for Science AP and Dual Credit Courses</p> <p>Rigor included in the Honors courses used as prerequisites</p>	<p>2.2. Assistant Principal</p> <p>Department Chairman</p> <p>Individual AP and Dual credit Science teachers</p> <p>Guidance department</p> <p>Honors Teachers</p>	2.2. Spring enrollment numbers	<p>2.2. Assistant Principal</p> <p>Department Chairman</p> <p>Individual AP and Dual credit Science teachers</p> <p>Guidance department</p> <p>Honors Teachers</p>
2	2.3 Lack of funding (teacher allocations) to increase the number of academic elective courses or sections that could be offered to our students in the content area of science)	2.3 District Driven based on legislative sessions and budget	District	2.3 Master Schedule	2.3 Master Schedule, AP scores and Dual Enrollment participation

(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
Textbook Adoption	Grade 9 - 12	C & I Dept. Chair	All Science teachers	October 11 and ongoing throughout the year.	Completion of adoption and textbook order for 2012-13	Curriculum and Instruction Specialist at district level.
Technology training as individually needed by teacher.	Grade 9 - 12	Tech Cadre teachers	Teachers within the science department register as needed.	Ongoing throughout the year during the common planning time in the morning.	Classroom walkthroughs	Principal and Asst. Principal Tech Cadre teachers
Data Analysis of Schoolwide progress monitoring in Biology.	Grade 9/10	Dept. Chair	All biology honors and regular biology teachers.	Continuous throughout the year.	Report out of all progress monitoring data in SINI/DA meetings with anticipated instructional changes.	Dept. Chair Asst. Principal for Curriculum Principal Science C & I

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project 106	Instructional Materials and Supplies	District allocated	\$2,500.00
Test Item Specs and NGSSS	DOE	N/A	\$0.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SAM on-line progress monitoring	Performance Matters	N/A - District provided	\$0.00
In house technology training on IPAD, Active Expressions, Website development, etc.	Classroom space/computers	N/A	\$0.00
USA Test Prep Program	On-line test prep resource	A+ funding	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Textbook adoption	N/A	District provided	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,800.00

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 | Even though the standards have been raised for |
|--|--|

(FCAT Level 3.0 and higher) in writing Writing Goal #1:	students' writing to demonstrate more mastery of English conventions and usage, CHS will still have 95% of tenth graders achieve AYP in writing. .
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
95%	95%

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	1.1. Scoring of the 2012 FCAT Writes will include attention to standard English conventions. Conventions have always been a factor; however, now they will be graded in a more stringent manner. This could mean the difference between an essay that would have been a proficient (four) and then relegated to a score of three.	1.1. *CHS will continue with its monthly writing practice in all English and reading classes. *Students will receive more drills and practice on standard English conventions and usage.  *Any writing assessments will be graded more stringently for conventions and correct usage. *CHS will administer two Charlotte Writes practice tests for the purpose of a diagnostic baseline and progress monitoring. *Teachers will participate in holistic scoring for aforementioned tests. However, teachers will still follow the FCAT rubric while taking note of any errors in conventions or usage.	1.1. *Assistant Principal of Curriculum *District Language Arts C&I *English teachers  *Reading teachers *English/reading department chairs  *Literacy coach	1.1. *PLC Writing Plan *Writing scores *English mechanics assessments from various sources (grammar textbooks, online resources, etc.)	1.1. *Holistic scoring sessions *Teachers' PDP's FCAT Writes
2	1.2. The proficiency score for FCAT Writes was increased to four in 2011. However, cross-curricular writing still needs to be addressed. Writing should not be a priority in just English classes. Students need to be graded for basic conventions in other classes.	1.2. *The official FCAT Writes rubric will be shared with other disciplines. *English department chair will offer resources for other disciplines in English conventions and usage.  *All disciplines will be encouraged to incorporate more writing responses into assessments and hold students accountable for proper English usage (i.e., no abbreviations, complete sentences, appropriate capitalization, etc.)	1.2. *Assistant Principal of Curriculum *English teachers  *Reading teachers *English/reading department chairs  *Social Studies department chair/teachers *Science department chair/teachers *Literacy coach	1.2. *PLC Learning Plan *Interdisciplinary workshops	*FCAT Writes-2012
	1.3. There are concerns of grading constraints due to the addition of an extra class. The main	1.3. *Charlotte Writes essays will be graded during holistic scoring sessions.	1.3. *English/reading department teachers	*PLC meetings	*Charlotte Writes assessments *FCAT Writes 2012

3	area concerns turnaround time of grading writing assignments	*Monthly writing assessments will be broken-down into parts for teachers to grade (e.g. brainstorming and outlining-September; introductory paragraphs and thesis statements-October; body paragraphs and usage-November,: conclusions, transitions, and voice-December; etc.)			
4	1.3. There are concerns of grading constraints due to the addition of an extra class. The main area concerns turnaround time of grading writing assignments	1.3. *Charlotte Writes essays will be graded during holistic scoring sessions. *Monthly writing assessments will be broken-down into parts for teachers to grade (e.g. brainstorming and outlining-September; introductory paragraphs and thesis statements-October; body paragraphs and usage-November,: conclusions, transitions, and voice-December; etc.)	1.3. *English/reading department teachers	*PLC meetings	*Charlotte Writes assessments *FCAT Writes 2012
5	1.4 Although FCAT Writes is administered in tenth grade, writing is a major component for college readiness in upper-level classes. Students need to be well-versed in other writing avenues (e.g. research papers, SAT Writing, ACT English and Writing, etc.)	1.4 *Students in the upper levels will do more research-based writing in order to prepare for college readiness. *Students will continue to demonstrate critical thinking in writing responses. They will also use more sophisticated diction (word choice).	1.4 *English/reading department teachers	1.4 *PLC meetings *SAT/ACT data	1.4 *Teachers' PDP's *SAT/ACT data
6	1.4 Although FCAT Writes is administered in tenth grade, writing is a major component for college readiness in upper-level classes. Students need to be well-versed in other writing avenues (e.g. research papers, SAT Writing, ACT English and Writing, etc.)	1.4 *Students in the upper levels will do more research-based writing in order to prepare for college readiness. *Students will continue to demonstrate critical thinking in writing responses. They will also use more sophisticated diction (word choice).	1.4 *English/reading department teachers	1.4 *PLC meetings *SAT/ACT data	1.4 *Teachers' PDP's *SAT/ACT data
7	1.4 Although FCAT Writes is administered in tenth grade, writing is a major component for college readiness in upper-level classes. Students need to be well-versed in other writing avenues (e.g. research papers, SAT Writing, ACT	1.4 *Students in the upper levels will do more research-based writing in order to prepare for college readiness. *Students will continue to demonstrate critical thinking in writing responses. They will also use more	1.4 *English/reading department teachers	1.4 *PLC meetings *SAT/ACT data	1.4 *Teachers' PDP's *SAT/ACT data

	English and Writing, etc.)	sophisticated diction (word choice).			
8	1.5 Lack of funding source for professional development time.	The department will maximize the use of the 40 minute common planning time in the mornings to analyze data, meet with the curriculum and instructional specialist regarding DOE changes, develop action plans for continued progress in college readiness preparation, literacy development and data analysis of progress monitoring testing.	Dept. Chair English teachers Curriculum Specialist Asst. Principal	The principal and Assistant principal will meet with the dept. chair to discuss PIC action plans developed as a result of changes and data analysis.	Charlotte Writes Baseline exam Teacher Assessments Teacher PDP's Classroom Walkthrough's FCAT Writes

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:	Close the achievement gap between the ethnic subgroups and their peers.
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 96% @ 437	White: 1% gain

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	White: Scoring of the 2012 FCAT Writes will include attention to standard English conventions. Conventions have always been a factor; however, now they will be graded in a more stringent manner. This could mean the difference between an essay that would have been a proficient (four) and then relegated to a score of three.	2A.1. -CHS will continue with its monthly writing practice in all English and reading classes. -Students will receive more drills and practice on standard English conventions and usage.  -Any writing assessments will be graded more stringently for conventions and correct usage. -CHS will administer two Charlotte Writes practice tests for the purpose of a diagnostic baseline and progress monitoring. -Teachers will participate in holistic scoring for aforementioned tests. However, teachers will still follow the FCAT rubric while taking note of any errors in	2A.1. -Assistant Principal of Curriculum -District Language Arts C&I -English teachers -Reading teachers  -English/reading department chairs  -Literacy coach	2A.1. -PLC Writing Plan -Writing scores -English mechanics assessments from various sources (grammar textbooks, online resources, etc.)	2A.1. -Holistic scoring sessions -Teachers' PDP's

		conventions or usage. -Students who are still "thriving" in writing will be reported for RTI-Tier 2.			
2	2A.2. The proficiency score for FCAT Writes was increased to four in 2011. However, cross-curricular writing still needs to be addressed. Writing should not be a priority in just English classes. Students need to be graded for basic conventions in other classes.	2A.2. -The official FCAT Writes rubric will be shared with other disciplines. -English department chair will offer resources for other disciplines in English conventions and usage.  -All disciplines will be encouraged to incorporate more writing responses into assessments and hold students accountable for proper English usage (i.e., no abbreviations, complete sentences, appropriate capitalization, etc.)	2A.2. -Assistant Principal of Curriculum -English teachers -Reading teachers  -English/reading department chairs  -Social Studies department chair/teachers -Science department chair/teachers -Literacy coach	2A.2. -PLC Learning Plan -Interdisciplinary workshops	2A.2. FCAT Writes-2012

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:	Close the achievement gap between the AYP low performing subgroup of ELL and their peers.
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	1% gain in those ELL students who take FCAT writes.

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	2B.1. Scoring of the 2012 FCAT Writes will include attention to standard English conventions. Conventions have always been a factor; however, now they will be graded in a more stringent manner. This could mean the difference between an essay that would have been a proficient (four) and then relegated to a score of three due to limitations within the English language.	2B.1. - CHS will continue with its monthly writing practice in all English and reading classes. -Students will receive more drills and practice on standard English conventions and usage.  -Any writing assessments will be graded more stringently for conventions and correct usage. -CHS will administer two Charlotte Writes practice tests for the purpose of a diagnostic baseline and progress monitoring.	2B.1. -Assistant Principal of Curriculum -District Language Arts C&I -English teachers -Reading teachers  -English/reading department chairs  -Literacy coach	2B.1. -PLC Writing Plan -Writing assessment scores -English mechanics assessments from various sources (grammar textbooks, online resources, etc.)	2B.1. -Holistic scoring sessions -Teachers' PDP's -FCAT Writes 2012

		-Teachers will participate in holistic scoring for aforementioned tests. However, teachers will still follow the FCAT rubric while taking note of any errors in conventions or usage. -RTI process Tier 2 will be used for any students considered "thriving."			
2	2B.2. ELL students' limited English might hinder comprehension of the prompt.	2B.2. -ELL block for English and reading -Spanish-English dictionaries, etc. (Of course, other languages are represented in ELL.)	2B.2. -Assistant Principal of Curriculum -ELL Teacher who is ESOL certified	2B.2. -Teacher-generated assessments -Writing assessments	2B.2. -FCAT Writes 2012 -Teacher's PDP -Holistic scoring
3	2B.3. ELL students' at certain fluency levels could have issues with grade-level vocabulary in writing	2B.3. -ELL block for English and reading -Spanish-English dictionaries, etc. (Of course, other languages are represented in ELL.)	2B.3. -Assistant Principal of Curriculum -ELL Teacher who is ESOL certified	2B.3. -Teacher-generated assessments -Writing assessments	2B.3. -FCAT Writes 2012 -Teacher's PDP -Holistic scoring
4	2B.3. ELL students' at certain fluency levels could have issues with grade-level vocabulary in writing.	2B.3. -ELL block for English and reading -Spanish-English dictionaries, etc. (Of course, other languages are represented in ELL.)	2B.3. -Assistant Principal of Curriculum -ELL Teacher who is ESOL certified	2B.3. -Teacher-generated assessments -Writing assessments	2B.3. -FCAT Writes 2012 -Teacher's PDP -Holistic scoring

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 #2C:	Close the achievement gap between the AYP low performing subgroup of SWD and their peers.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
83% @ 370 students	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
	2C.1. Scoring of the 2012 FCAT Writes will include attention to standard English conventions. Conventions have always been a factor; however, now they will be graded in a more stringent manner. This could mean the	2C.1. -CHS will continue with its monthly writing practice in all English and reading classes. -Students will receive more drills and practice on standard English conventions and usage.  -Any writing	2C.1. -Assistant Principal of Curriculum -District Language Arts C&I -English teachers -Reading teachers  -English/reading	2C.1. -PLC Writing Plan -Writing scores -English mechanics assessments from various sources (grammar textbooks, online resources, etc.)	2C.1. -Holistic scoring sessions -Teachers' PDP's

1	<p>difference between an essay that would have been a proficient (four) and then relegated to a score of three.</p>	<p>assessments will be graded more stringently for conventions and correct usage.</p> <ul style="list-style-type: none"> <li>-CHS will administer two Charlotte Writes practice tests for the purpose of a diagnostic baseline and progress monitoring.</li> <li>-Teachers will participate in holistic scoring for aforementioned tests. However, teachers will still follow the FCAT rubric while taking note of any errors in conventions or usage.</li> <li>-RTI process Tier 2 will be used for any students considered "thriving."</li> </ul>	<p>department chairs</p> <ul style="list-style-type: none"> <li>-Literacy coach</li> </ul>	
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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	Continue to close the achievement gap between the AYP low performing subgroup of lower socioeconomic and their peers.
Writing Goal #2D:	

Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
95% @ 423 students	95%

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	2D.1. Students from this subgroup might not have access to resources (i.e. dictionaries, computers, etc.) for writing outside regular school hours.	2D.1. <ul style="list-style-type: none"> <li>-Students will be given ample practice in the classroom.</li> <li>-Students will have access to computers and dictionaries in classrooms before and after school.</li> <li>-National Honor Society tutors could assist students after school with the editing process.</li> <li>-Teachers will be available to assist students having issues in writing. Students who are very deficient in certain areas will be recommended for RTI Tier 2</li> </ul>	2D.1. English/reading teachers	2D.1. <ul style="list-style-type: none"> <li>-Writing assessments</li> <li>-Holistic scoring</li> </ul>	2D.1. FCAT Writes 2012
	2D.2. Students might not have support at home	2D.2. <ul style="list-style-type: none"> <li>-Students who are involved in the Read to</li> </ul>	2D.2. <ul style="list-style-type: none"> <li>-English/reading teachers</li> </ul>	2D.2. <ul style="list-style-type: none"> <li>-Writing assessments</li> <li>-Teacher-generated</li> </ul>	2D.2. FCAT Writes 2012

2	to encourage proofreading and the writing process.	Lead or Take Stock in Children programs will also receive reinforcement about the writing process from their mentors.	-Mentors	tests	
3	2D.3. Scoring of the 2012 FCAT Writes will include attention to standard English conventions. Conventions have always been a factor; however, now they will be graded in a more stringent manner. This could mean the difference between an essay that would have been a proficient (four) and then relegated to a score of three.	2D.3. -CHS will continue with its monthly writing practice in all English and reading classes. -Students will receive more drills and practice on standard English conventions and usage. -Any writing assessments will be graded more stringently for conventions and correct usage. -CHS will administer two Charlotte Writes practice tests for the purpose of a diagnostic baseline and progress monitoring. -Teachers will participate in holistic scoring for aforementioned tests. However, teachers will still follow the FCAT rubric while taking note of any errors in conventions or usage. -RTI process Tier 2 will be used for any students considered "thriving."	2D.3. -Assistant Principal of Curriculum -District Language Arts C&I -English teachers -Reading teachers  -English/reading department chairs  -Literacy coach	2D.3. -PLC Writing Plan -Writing scores -English mechanics assessments from various sources (grammar textbooks, online resources, etc.)	2D.3. -Holistic scoring sessions -Teachers' PDP's

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
Holistic Scoring	9-10	Chair, English Department	English teachers 9-10	Semi-annually	Evaluate strengths of weaknesses of graded writing assessments	Chair, English Department
PLC-Writing Plan	9-12	Chair, English Department	English PLC	Monthly meetings	Evaluate effectiveness of writing plan.	Chair, English Department

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Exemplar Sets	DOE-released FCAT 2011 Essays	N/A	\$0.00
Writing Resource Folder	PLC-generated materials	N/A	\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
FL PASS	Online journals, periodicals, etc.	FSL	\$0.00
Classroom iPads	Students use iPads during writing	CCPS-provided	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Tech Cadre Training	T.C. shares information	N/A	\$0.00
Holistic Scoring	9/10 teachers grade assessments together	SIP	\$800.00
			Subtotal: \$800.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
PLC-Writing	Participating teachers share ideas and lessons	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$800.00</b>

*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:		The attendance rate will increase to 97%. The number of students with excessive absences will decrease to 288 and the number of students with excessive tardies will decrease to 513.			
2011 Current Attendance Rate: *		2012 Expected Attendance Rate: *			
95.24% (1922 students)		97%			
2011 Current Number of Students with Excessive Absences (10 or more)		2012 Expected Number of Students with Excessive Absences (10 or more)			
388		288			
2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
613		513			
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. Family Hardship,	1.1. Clear and consistent	1.1. Bernard Duffy-	1.1. FOCUS reports	1.1. Average daily

1	<p>Homelessness, Students involved in the judicial system, Medical illness, Mental health issues, Substance use/abuse, Delinquent behavior (in and out of school), Students who work, Changes in family unit (moving, death, terminal illness, divorce), Transportation, and Student's lack of motivation</p>	<p>understanding, communication, expectations, and awareness between students, families, and staff</p> <p>Encourage and empower student success through PBS, 7 Habits of Effective Tarpons, and Tarpon Fundamentals.</p> <p>Continue to create trusting relationships between students, families, and staff.</p> <p>Improved data input and collection.</p> <p>Continued education on available community resources. Promote involvement in school activities (clubs, sports)</p> <p>Identify potential at risk students through the HST (House Support Team) Meetings.</p> <p>Through the RTI process, review and analyze student data to identify students not performing academically, potential behavior/discipline problems, and/or social and psychological issues which may effect student achievement. All of these identifiers can impact school attendance.</p> <p>Conferences with students, teachers, staff, and/or guardians</p>	<p>Principal Deelynn Bennett-Asst. Principal Principal Herb Bennett-Asst. Principal Wendy Schmidt-Dir. Of Guidance/11th grade counselor; Cindy Gering-12th grade counselor Judy Blaylock-10th grade counselor Kathy Erwin-9th grade counselor; Jennifer Kyle-School Social Worker Debra Delker – School Psychologist Ruth Shaulis-Literacy Coach Ann Berger-ESE Liaison Patricia Williams-ESE Liaison Dale Russell-11/12th grade dean Mark Christensen-10th grade dean Tom Mut-9th grade dean Debbie Reich-Data Entry Deborah Wetherington-Registra Yvonne Pawlicki-Nurse Classroom Teachers SRO Larry Schrader Parents Students</p>	<p>regarding attendance, tardies, and Out of School Suspensions.</p> <p>Number of teacher referrals.</p> <p>Graphs and data to compare previous school year (quarters and semesters</p>	<p>attendance</p> <p>Number of students with excessive absences (10 or more)</p> <p>Number of students with excessive tardies (10 or more)</p> <p>Staff/teacher, student, and parent survey</p>
2	<p>1.2. Students unaware of alternative academic placements and/or opportunities (Academy, Tech Center, OJT</p>	<p>1.2. Identify through the RTI process and data from FOCUS (Credits, GPA, Graduation requirements, test scores, attendance, behavior issues, age, and if ever retained</p>	<p>1.2. Jennifer Kyle, SSW Kathy Erwin, 9th GC Judy Blaylock, 10th GC Wendy Schmidt, 11th GC Cindy Gering, 12th GC Ann Berger, ESE Liaison Trish Williams, ESE Liaison</p>	<p>1.2. FOCUS</p> <p>Number of students referred/accepted to the Academy</p>	<p>1.2. Identified students graduation rate</p>
	<p>1.3 Family Hardship, Homelessness, Students involved in the judicial system, Medical illness, Mental health issues, Substance use/abuse,</p>	<p>1.3. Public Service Announcements created by students through PBS, Tarpon Leadership, and WCHS Truancy court and</p>	<p>1.3. Deelynn Bennett, AP Jennifer Kyle, SSW Jack Ham, PBS/teacher Janet Scinta,</p>	<p>1.3. Attendance and goals contract</p>	<p>1.3. Staff/Student survey</p> <p>Number of students referred, sanctions</p>

3	Delinquent behavior (in and out of school), Students who work, Changes in family unit (moving, death, terminal illness, divorce), Transportation, and Student's lack of motivation	Lutheran Services referrals. Monitoring student's attendance and setting goals. Conduct home visits	WCHS/teacher Jennifer Kyle, SSW		imposed, and length of services.
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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
RTI	All Grades	Asst. Principal School Social Worker Guidance	All teachers	Common Planning time once per month	Minutes from HST meetings and documentation of RTI cases.	Principal Assistant Principals Social Workers

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Model	Binder of materials provided by district	District provided	\$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
RTIB Meetings	Classroom space and training resources provided by positive behavior model	District provided	\$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:	Implement the Action Plan for our school-Wide Positive Behavior Model (RTib)
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
Grade 9 – 43 Grade 10 – 69 Grade 11 – 17 Grade 12 – 13	Decrease the total number of in-school suspensions for grades 9 - 12 by 2%.
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
Grade 9 – 71 Grade 10 – 99 Grade 11 – 25 Grade 12 – 17 Note: Days of occurrence	Decrease the total number of re-occurrence of grades 9 - 12 by 2%.
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
Grade 9 – 57 Grade 10 – 41 Grade 11 – 32 Grade 12 - 16	Decrease the total number of out of school suspensions by 2%.
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
Grade 9 – 231 Grade 10 – 189 Grade 11 – 124 Grade 12 – 38 NOTE: Days of occurrence	Decrease the total number of re-occurrence for grades 9 - 12 by 2%.

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. Lack of alternatives other than suspension in many of the discipline situations.	1.1. Steps in our RTI-B action plan: Create 3-5 common expectations for each area of concern (Classrooms, hallways, and cafeteria). They need to be written in a positive manner.  Once the common expectations are created the design and printing of the posters will be the next step. Included will be a poster of the Tarpon Fundamentals posted in every classroom. We must begin reinforcing common language throughout the campus.  After creating the posters the focus must	1.1. RTib Coordinator Principal Asst. Principals District Coach	Teacher Survey Student survey Numbers of re-occurrent offenses Data on problem areas: Cafeteria Hallways Classrooms Disrespect	FOCUS data on in-school and out of school suspensions

turn to faculty buy-in. The ultimate goal is to get a minimum of 80% of the staff to join in the implementation of our positive behavior philosophies.

Finalize the school wide student reward system. By the use of Tarpon Tickets students will be recognized daily, weekly, quarterly, and annually for exhibiting positive behavior. By giving tokens to all staff to distribute to those students who were "caught" showing positive behavior. Daily, an administrator will recognize a student from each class during morning announcements. Weekly, by choosing students to participate in a prize game on WCHS. Quarterly, by inviting all students who have earned (we will need to determine this) to a school wide event. Annually, at the year end renaissance assembly.

Begin the baby steps of a staff reward system. This is a great opportunity to demonstrate the student reward system by giving small prizes to staff during the staff meetings. Small gift cards and other forms of recognition for following through the RTI-B process. The RTI-B committee will be involved by recognizing their peers who they noticed throughout the school days "buying in" to the school plan. Staff could and should be recognized often and can be determined how in future meetings.

Although this is sixth on the list it is most definitely high on the priority list. Creating a flow chart of major and minor offenses The creative part is creating lesson plans for the staff on how to properly distinguish between the two and how to effectively handle major and minor

		<p>offenses on a daily basis. This particular part of the action plan will be forever ongoing but can also be the most beneficial to the school as a whole.</p> <p>Get the parents and community involved. Produce literature for the Tarpon Line and school website recognizing and explaining the exciting positive behavior throughout CHS.</p>			
2	Lack of a strong proactive behavior modification plan for in-school suspension.	<p>Develop a committee of individuals to outline a detailed plan of expectations for students who have been placed into in-school suspension which could include a level system for being release back into the normal learning environment.</p> <p>Developing resource materials for students placed into in-school suspension to prevent re-occurrence of offense.</p>	Internal Suspension Coordinator RTIb committee Principal Asst. Principals Deans	Data collected on numbers of repeat students for same or different offenses.	FOCUS data on in-school suspensions

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
RTIb Meetings	9- 12	RTIb Coordinator Principal Asst. Principal	School site committee members	AM meeting time once per month or more frequently as needed.	Data collected on success of positive behavior model action plan by examination of discipline data.	RTIb coordinator Principal Asst. Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Model	Binder of resources provided by district	District allocated	\$0.00
Renaissance	Activities provided for positive academic/behavioral performance	Fundraising Event - Fishing Tournament	\$5,000.00
			Subtotal: \$5,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
RTIb Committee Meetings	Signs, Prizes, Television broadcasting	Student Government	\$400.00
			Subtotal: \$400.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,400.00</b>

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:		The dropout rate will decrease by 1%.			
*Please refer to the percentage of students who dropped out during the 2009-2010 school year.					
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *			
3.4%		2.4%			
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *			
86% (491)		90% of Senior cohort.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Family Hardship, Homelessness, Students involved in the judicial system, Medical illness, Mental health issues, Substance use/abuse, Delinquent behavior (in and out of school), Students who work, Changes in family unit	1.1. Students will be identified through the RTI process by reviewing and analyzing student data (academically, attendance, potential behavior/discipline problems, and/or social and psychological issues which may effect student achievement) on an on-going basis. All of these identifiers	1.1. Bernard Duffy-Principal Deelynn Bennett-Asst. Principal Herb Bennett-Asst. Principal Wendy Schmidt-Dir. Of Guidance/11th grade counselor;	1.1. Monitor students progress and school wide data.  Dropout rates  Attendance rates	1.1. Focus reports HST meetings  Credit Retrieval Reports  Graduation Rate

1	(moving, death, terminal illness, divorce), Transportation, and Student's lack of motivation	<p>can impact students dropping out of school.</p> <p>Implementation of Early Intervention Warning System.</p> <p>School wide education for all staff members on social/emotional identifiers for potential at risk students.</p> <p>Conferences with students, teachers, staff, and/or guardians.</p> <p>Public Service Announcements created by students through PBS, Tarpon Leadership, and WCHS</p>	<p>Cindy Gering- 12th grade counselor  Judy Blaylock- 10th grade counselor  Kathy Erwin-9th grade counselor;  Jennifer Kyle- School Social Worker  Debra Delker – School Psychologist  Ruth Shaulis- Literacy Coach  Ann Berger-ESE Liaison  Patricia Williams-ESE Liaison  Dale Russell- 11/12th grade dean  Mark Christensen- 10th grade dean  Tom Mut-9th grade dean  Debbie Reich- Data Entry  Deborah Wetherington- Registra  Yvonne Pawlicki- Nurse  Classroom Teachers  SRO Larry Schrader  Parents  Students</p>		
2	1.2 New Student information system.  Inconsistency in reporting.	1.2.  Improved data input and collection.  Clear and consistent understanding/communication between CHS and District Office	1.2.  Deelynn Bennett, AP Jennifer Kyle, SSW Debbie Reich, Data Entry Deborah Wetherington, Registra	1.2.  Focus reports	1.2.  Drop out rate Graduation rate
3	1.3 Family Hardship, Homelessness, Students involved in the judicial system, Medical illness, Mental health issues, Substance use/abuse, Delinquent behavior (in and out of school), Students who work, Changes in family unit (moving, death, terminal illness, divorce), Transportation, and Student's lack of motivation	1.3.  Educate students on alternative academic placements/opportunities  Exit interviews and student surveys.  Dropout retrieval activity – telephone calls, Homevisits, community resources if needed	1.3.  Jennifer Kyle, SSW Kathy Erwin, 9th GC Judy Blaylock, 10th GC Wendy Schmidt, 11th GC Cindy Gering, 12th GC Ann Berger, ESE Liaison Trish Williams, ESE Liaison	1.3.  Focus  Number of students referred/ accepted to alternative academic placements or opportunities  Number of students retrieved.	1.3.  Identified students graduation rate  Identified students drop out rate  Identified students Graduation rate
	1.4 Lack of familiarity with	1.4 Teachers are provided with a	1.4 Grade level	1.4	1.4 At-Risk

4	at-risk students.	list of at-risk students for each grade level at the beginning of the year.  Teachers are encouraged to monitor these students and report academic, attendance or behavioral problems to the RIT support team for the appropriate grade level.	support team Asst. Principal Classroom teachers	Graduation rate of identified at-risk population	Graduation Rate
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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
RTI/HST Meetings	9 - 12	Asst. Principal	Social Worker Guidance Psychologist ESE Liasons Deans Literacy Coach	1 (45) min. period per week throughout the year.	Meeting Minutes, drop-out rate, alternative placement data	Principal Asst. Principals Social Worker

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Develop and maintain effective forms of school-to-home and home-to school communications about school programs and their children's progress.</p> <p>Help families establish home environments to support children as students.</p> <p>Provide information and ideas to families about how to help students as home with homework and other curriculum-related activities, decisions and planning.</p> <p>Recruit and organize parent help and support.</p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, student learning and development.</p> <p>Include parents in school decisions, developing parent leaders and representatives.</p> <p>To ensure ongoing partnerships with families and school.</p> <p>Increase attendance at all scheduled SAC meetings.</p>
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2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *
.02% of total school population (40) OR 50% (12) of SAC membership roster	90% of SAC membership roster.

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. Lack of parent involvement due to parental obligations and present economy	1.1. Create a Parent Involvement section on the school Website for SAC Agendas, minutes, postings from committees, school information, tarpon line, special announcements of upcoming activities, etc.  Create Podcasts of SAC meetings for parents to listen at home.  Include a dedicated section of Tarpon Line	1.1. Tara Cain – Webmaster Principal Asst. Principal/Curriculum SAC officers Career Specialist	1.1. Parent Survey School Climate Survey	1.1. School Climate Survey SAC attendance rosters

1		<p>for SAC.</p> <p>Use School Connect to make important announcements and updates for parents (i.e., progress reports/report cards, testing dates).</p> <p>Offer opportunities for parents to attend informational evenings dedicated to college and career readiness.</p> <p>A SAC parent information flyer is disseminated at all spring registration meetings.</p> <p>The curriculum guide is placed on the school website and parents are encouraged to participate in the registration process with their children.</p>			
2	1.2. Lack of opportunities for parents to become involved with the school.	<p>1.2. Develop the following list of committees and have parents sign up to participate in these committees throughout the year:</p> <p>Teacher Appreciation School Improvement Read to Lead Volunteers FCAT/EOC Volunteer Support Team "On Call" Volunteers Communication Parent Resources Committee</p>	<p>1.2. Co-chairs of Committees SAC officers Asst. Principal/Curriculum</p> <p>Principal Literacy Coach Guest Speakers: RTI Safe &amp; Drug Free FOCUS</p>	1.2. Meeting minutes and agendas	1.2. Attendance Rosters
3	1.3. Lack of parent participation due to the standard delivery method of information at SAC meetings.	<p>1.3. Increase communication and group collaboration by creating activities whereby parents have the opportunity to meet with one another, sharing concerns and positive outcomes.</p> <p>Create time in the agenda to have committees meet and report out to parents the areas of concern or need.</p> <p>Use the survey (Inventory of Present Practices of School and Family &amp; Community partnerships) as a needs assessment to determine meeting agendas.</p> <p>Create the agendas for all meetings in</p>	<p>1.3. SAC officers Asst. Principal/Curriculum</p> <p>Principal SAC Parents</p>	.3. Meeting minutes and agendas	.3 . Attendance Rosters

collaboration with SAC president and officers.

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inventory of Present Practices of School, Family & Community Partnerships	Survey of six types of parent involvement	N/A	\$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
Teacher Appreciation Luncheon	Volunteered community resources	Donations	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$1,500.00

End of Parent Involvement Goal(s)

## Additional Goal(s)

### Wellness Education for students and staff Goal:

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. Wellness Education for students and staff Goal Wellness Education for students and staff Goal # 1:		The CHS Wellness plan will incorporate goals for health education for all students and will implement a plan for faculty fitness to create healthier and stress-free lifestyles.			
2011 Current level: *		2012 Expected level: *			
Currently 100% (498) of our 9th grade students are enrolled in Health Opportunities for Physical Education (HOPE) and 18 staff members participate in the faculty fitness program.		100% of our our grade 9 students enrolled in HOPE and increase the number of participating staff members from 18 to 30.			
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	Lack of knowledge about heart rate monitoring	Course will implement the use of Polar Heart Rate Technology and teach association key terms and key concepts associated with total fitness and healthy lifestyles.	PE teachers	Data collected on time spent in heart rate zones converted to participation grade.	Student assessments Final grades
2	Lack of motivation and time to participate in fitness related health benefits.	<p>Contact District Wellness Coordinator and invite to faculty meeting as guest speaker.</p> <p>Encourage faculty members to participate in "Biggest Loser" competition by offering prizes for the winners.</p> <p>Place health and wellness tips on the "faculty fitness" icon.</p> <p>Post the availability hours for the fitness facility.</p> <p>Plan weekly activities for staff members to participate in a group fitness activity. (i.e. - harbor walk)</p> <p>Purchase of pedometers.</p>	Angie Nolan - Wellness Coordinator	Documentation of the number of participants involved in activities.	Survey of Wellness Activities.

(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						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pedometers	Calculators to determine calories burned and distance traveled	Internal funds	\$100.00
			Subtotal: \$100.00
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: \$100.00

*End of Wellness Education for students and staff Goal(s)*

Social Studies Goal:

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. Social Studies Goal Social Studies Goal #1:	The Charlotte High School Social Studies Department will focus on preparation for the development of pre and post tests that will increase student performance on upcoming United States History End of Course Exams (EOCs) and improve college readiness opportunities.
2011 Current level: *	2012 Expected level: *
N/A The United States History End of Course Exams are Field Tested in 2011-12. At this time, it is unknown if CHS will be a selected test site.	If chosen for the Field Test in 2011-12 we expect a 60% pass rating

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	1.1. No prior data from earlier exams to support new strategies implemented by the United States History Professional Learning Communities that should increase student performance on future EOCs.	1.1. Create two Professional Learning Communities (PLC) involving social studies personnel.  Training on Webb's Depth of Knowledge, Cognitive complexity, and in depth breakdown of the USH EOC Exam Item Specification Book.	1.1. Evan Robinson will head up the United States History PLC	1.1. Identify standards-based Essential Learning and/or content standards during a specific time, which will allow us to continue to expand the list of historic figures, historical vocabulary, and general vocabulary that are key to understanding American History	1.1. Scores from the United States History End of Course Exams Field Test give us an accurate view at student progression. In we are not able to use the Field Test we will make use of Pre and Post test administrated by individual teachers, which will expose students area of concern.
2	1.2. t The use Proper Text supported by the EOCs	1.2. the first PLC committed to American History	1.2. Rick Weston will head up the College Readiness PLC	1.2. Pre and Post test administrated by individual teachers	1.2. SAT Reasoning Test scores
3	1.3. Improper budget to attend needed conferences and in-services.	1.3. the second PLC committed to College Readiness	1.3. Amy Beisner is the Program Planner	1.3. Individual student course grades including unit test scores	1.3. American College Testing (ACT) scores
4	1.4 Curricular commitment to include reading strategies for all students.	1.4 Teachers are encouraged to identify striving students using Performance Matters.  Create differentiated lessons to accomodate the learning needs of the striving students.  Provide specific reading strategies as needed based on results of FAIR test.  Emphasize note taking skills, writing (elaboration), pre-reading strategies, word walls, and "read-alouds" to support the school-wide literacy effort.	All teachers	Progress Monitoring using FAIR assessments, teacher made assessments, teacher developed lesson plans and formative assessments.	EOC exams in all areas. FCAT 2.0 ACT SAT PERT

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
College Readiness	College Readiness	Weston	9th and 10th grade Social Studies teachers (AP and Dual Credit)	Will meet the first week of every month	Exploring PLC meeting minutes	DeeLynn Bennett / Amy Beisner
United States History EOC	American History	Robinson	11th and 12th grade Social Studies teachers	Will meet the first week of every month	Exploring PLC meeting minutes	DeeLynn Bennett / Amy Beisner

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
US History Test Item Specifications	Documentation from DOE	N/A	\$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
DOE workshop on Test Item Specs	Test Development	A+ funding	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of Social Studies Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Webb's Depth of Knowledge Plugged Into Reading	Resources from adoption and variety of sources.	District	\$0.00
Mathematics	Algebra I NGSS & Test Item specs	DOE provided	n/a	\$0.00
Science	Project 106	Instructional Materials and Supplies	District allocated	\$2,500.00
Science	Test Item Specs and NGSSS	DOE	N/A	\$0.00
Writing	Exemplar Sets	DOE-released FCAT 2011 Essays	N/A	\$0.00
Writing	Writing Resource Folder	PLC-generated materials	N/A	\$0.00
Attendance	Positive Behavior Model	Binder of materials provided by district	District provided	\$0.00
Suspension	Positive Behavior Model	Binder of resources provided by district	District allocated	\$0.00
Suspension	Renaissance	Activities provided for positive academic/behavioral performance	Fundraising Event - Fishing Tournament	\$5,000.00
Dropout Prevention				\$0.00
Parent Involvement	Inventory of Present Practices of School, Family & Community Partnerships	Survey of six types of parent involvement	N/A	\$0.00
Wellness Education for students and staff	Pedometers	Calculators to determine calories burned and distance traveled	Internal funds	\$100.00
Social Studies	US History Test Item Specifications	Documentation from DOE	N/A	\$0.00
				Subtotal: \$7,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On-Line Testing practice	On-Line Testing practice USA Test Prep	A+ funds	\$300.00
Mathematics	SAM On-line progress monitoring	Performance Matters	District provided	\$0.00
Science	SAM on-line progress monitoring	Performance Matters	N/A - District provided	\$0.00
Science	In house technology training on IPAD, Active Expressions, Website development, etc.	Classroom space/computers	N/A	\$0.00
Science	USA Test Prep Program	On-line test prep resource	A+ funding	\$300.00
Writing	FL PASS	Online journals, periodicals, etc.	FSL	\$0.00
Writing	Classroom iPads	Students use iPads during writing	CCPS-provided	\$0.00
Dropout Prevention				\$0.00
				Subtotal: \$600.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology Training	Computer resources and peripherals located at school site.	District Provided	\$0.00
Mathematics	TI inspire calculator training.	Calculators and training facilitator	District provided	\$0.00
Mathematics	Pearson textbook resources PD	Pearson	District provided	\$0.00
Mathematics	Departmental Data Analysis	Classroom space and Performance matters	District provided	\$0.00
Science	Textbook adoption	N/A	District provided	\$0.00

Writing	Tech Cadre Training	T.C. shares information	N/A	\$0.00
Writing	Holistic Scoring	9/10 teachers grade assessments together	SIP	\$800.00
Attendance	RTIB Meetings	Classroom space and training resources provided by positive behavior model	District provided	\$0.00
Suspension	RTIB Committee Meetings	Signs, Prizes, Television broadcasting	Student Government	\$400.00
Dropout Prevention				\$0.00
Social Studies	DOE workshop on Test Item Specs	Test Development	A+ funding	\$100.00
				Subtotal: \$1,300.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	PLC-Writing	Participating teachers share ideas and lessons	N/A	\$0.00
Dropout Prevention				\$0.00
Parent Involvement	Teacher Appreciation Luncheon	Volunteered community resources	Donations	\$1,500.00
				Subtotal: \$1,500.00
				<b>Grand Total: \$11,000.00</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
 Correct II  
 Prevent II  
 Correct I  
 Prevent I  
 NA

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## 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
Printing costs for information flyers. Staff appreciation luncheon RTIB prizes and donations As SAC members deem necessary for as needed expenditures	\$170.00

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

Implement the inventory of present practices to determine future SAC agendas. Create committees for parents to increase parent involvement selecting co-chairs for those committees and allow parents the opportunities to report out and meet during the scheduled SAC meetings. (See above). Engage SAC in the writing of the SINI plan and the assistance of monitoring the data associated to improve "student success."

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Charlotte School District CHARLOTTE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	81%	79%	48%	261	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	53%	74%			127	3 ways to make gains: ● 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?	42% (NO)	64% (YES)			106	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					504	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Charlotte School District CHARLOTTE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	84%	88%	40%	268	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	60%	79%			139	3 ways to make gains: ● 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?	50% (YES)	69% (YES)			119	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					536	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Charlotte School District CHARLOTTE HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	82%	84%	40%	260	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	52%	74%			126	3 ways to make gains: ● 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?	35% (NO)	56% (YES)			91	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					487	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested