

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: LAWTON CHILES HIGH SCHOOL

District Name: Leon

Principal: Dr. Alan Cox

SAC Chair: TBA

Superintendent: Mr. Jackie Pons

Date of School Board Approval:

Last Modified on: 10-01-2010

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	T. Alan Cox	BS – PE, FSU MS – Education, South Alabama PHD – PE, FSU	11	11	Chiles 2009-10-Grade TBD 2008-09-Grade B 2007-08-Grade A 2006-07-Grade B 2005-06-Grade A 2004-05-Grade B 2003-04-Grade B 2002-03-Grade A 2001-02-Grade A 2000-01-Grade A
Assis Principal	Calliope Pickens	BS – English Ed, FSU MS – Ed Leadership, FSU Elementary Education, Guidance and Counseling and Ed Leadership	9	7	Chiles 2009-10-Grade TBD 2008-09-Grade B 2007-08-Grade A 2006-07-Grade B 2005-06-Grade A 2004-05-Grade B 2003-04-Grade B 2002-03-Grade A 2001-02-Grade A 2000-01-Grade A
		BS – Math			

94	5.3%(5)	11.7%(11)	35.1%(33)	53.2%(50)	46.8%(44)	0.0%(0)	8.5%(8)	8.5%(8)	3.2%(3)
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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
Pat Phelan	Danna Holihan	English Teacher	Beginning Teacher Program
Bonni Warren	Katrina Kurttek	Science Teacher	Beginning Teacher Program
Brian Welch	Julia Chason	Teacher for subject area	Beginning Teacher Program
Oscar Brennan	Vicente Morua	Social Studies Teacher	Beginning Teacher Program
Sandie Hanna	Lisa Strickland	Social Studies Teacher	Beginning Teacher Program
Denise Harris	TBD	Social Studies Teacher	Beginning Teacher Program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

We are not a Title I School.

Title I, Part C- Migrant

We are not a Title I School.

Title I, Part D

We are not a Title I School.

Title II

We are not a Title I School.

Title III

We are not a Title I School.

Title X- Homeless

We are not a Title I School.

Supplemental Academic Instruction (SAI)

We are not a Title I School.

Violence Prevention Programs

We are not a Title I School.

Nutrition Programs

We are not a Title I School.

Housing Programs

We are not a Title I School.

Head Start

We are not a Title I School.

Adult Education

We are not a Title I School.

Career and Technical Education

We are not a Title I School.

Job Training

We are not a Title I School.

Other

We are not a Title I School.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Alan Cox, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Calli Pickens, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Paul Lambert, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Also, provides attendance information.

Tonja Fitzgerald, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Also, provides discipline information.

Ron Callahan, Intervention Team Coordinator, Guidance Counselor, : Provides informational about student needs and prior history, aides in development of intervention plans.

Select General Education Teachers : Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Ginger Lett, and Thelma Harris-Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Ann McDonnell, Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Michael Popp, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical

assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Buck Buchanan, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Julia Karter, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Susan VanLeuven, Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop and approve the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

RtI Implementation

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

Baseline data: FAIR, Florida Comprehensive Assessment Test (FCAT)
 Progress Monitoring: Florida Assessments for Instruction in Reading (FAIR), FCAT Simulation, Writes Upon Request (WUR)
 Midyear: Florida Assessments for Instruction in Reading (FAIR), Writes Upon Request (WUR)
 End of year: FAIR, FCAT
 Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time, Professional Learning Communities (PLC's) and small sessions will occur throughout the year. During PLC's there will be instruction on RtI. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Language Arts-Tammy Bennett, Ann McDonell, Hilary Baskin, Leisa Johnson, Anna Jordan, Debbie McKinnon, Lana

Middlebrooks, Andrew Shoenberger, Sherri Winsett, and Danna Holihan
Science-Lisa Chason, Sandy Mahon, James Marschka, Susan Harris, Lynn Schuster, Bonni Warren, Jeanie Trowbridge, Amy Sherry, and Kaitlyn Diluzio
Social Studies-Kate Gonsalves, Marsha Guffey, Todd McNeil, Nancy Watson, Brian Welch, and Jennifer Womble.

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

The LLT meets by department for day long inservice workshops through out the school year. Substitute teachers are hired for participating teachers. The groups meet to provide time for professional sharing and exploration. The intent of the meeting is to use reading strategies within each subject area to increase student achievement. The goal of the group is to have a place where teachers can discuss their strengths, weaknesses, questions, and concerns regarding specific instructional strategies. After teaching a lesson using reading strategies lessons are shared with the group and discussed.

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

The major initiatives of the LLT are teaching reading through the content areas and increasing rigor within the classroom. Our goal is to improve student achievement.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the SES Notification to Parents](#)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*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?

Chiles High School will encourage students to take Advanced Placement, Honors, and Dual Enrollment classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding his or her postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarships.

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

Guidance Counselors will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.
Chiles offers classes for credit recovery for students who may be behind in graduation requirements .

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

Two academies prepare students for post-secondary levels including criminal justice and engineering.
Through senior English classes resumes are written by students to prepare for applications to secondary institutions.

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:		By the end of the 2010-11 academic year, 35% (161) of all 9th grade students and 30% (129) will meet or exceed reading proficiency by scoring at or above a level 3 on the 2011 Sunshine State Standards Reading Test			
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
9th graders: 34% (160) scored at a level 3 in the area of reading. 10th grade: 29% (128) of students scored at a level 3 in the area of reading.			9th graders: 35% (161) will score at a level 3 in the area of reading. 10th grade: 30% of students will score at a level 3 in the area of reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional rigor throughout grades level is at the basic level.	Increase length and lexile level of reading material. In addition, provide professional development on higher order questioning (orally and in writing assessment questions).	Administrators, Reading Coach, and all teachers	Review of reading materials and classroom walk throughs focused on higher order questioning	FAIR data, FAIR Tool Kit (Scaffolded Templates) Curriculum progress monitoring

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:		By the end of the 2010-11 academic year, 48% of all 9th grade students and 45% of all 10th grade students will meet or exceed reading proficiency by scoring at or above a level 4/5 on the 2011 Sunshine State Standards Reading Test			
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
9th graders: 47% scored at a level 4/5 in the area of reading. 10th grade: 44% of students scored 4/5 in the area of reading.			9th graders: 48% will score at a level 4/5 in the area of reading. 10th grade: 45% of students will score at a level 4/5 in the area of reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional rigor throughout grades level is at the basic level.	Increase length and lexile level of reading material. In addition, provide professional development on higher order questioning (orally and in writing assessment questions).	Administrators, Reading Coach, and all teachers	Review of reading materials and classroom walk throughs focused on higher order questioning	FAIR data, FAIR Tool Kit (Scaffolded Templates) Curriculum progress monitoring

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:	By the end of the 2010-11 academic year, 68% or more of students in grades 9-10 will make learning gains as defined by FL DOE on the 2011 Sunshine State Standards Reading FL Comprehensive Test (FCAT).
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
67% of students will make learning gains in the area of reading on the 2011 FCAT.	68% of students will make learning gains in the area of reading on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Whole group instruction is the primary delivery method.	Deliver differentiated instruction to students working in small groups and align intervention materials to individual student needs.	Administrators, Teachers, and Reading Coach	Classroom Walk throughs	Curriculum Progress monitoring

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

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	By the end of the 2010-11 academic year, 54% or more of the lowest 25% of students in grades 9-10 will make learning gains as defined by FL DOE on the 2011 Sunshine State Standards Reading FL Comprehensive Test (FCAT).
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
53% of the lowest 25% of students showed learning gains in the area of reading.	54% of the lowest 25% of students will show learning gains in the area of reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Interventions do not match learner needs and insufficient time is provided for interventions.	Conduct ongoing, indepth data reviews on individual students, diagnose individual needs, schedule creatively, and provide professional development on various intervention programs	Administrators, Teachers, and Reading Coach	Collaborative data review team meetings.	FAIR and Curriculum Progress Monitoring.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	

2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
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
No Data Submitted				

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5B:

Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *		

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
No Data Submitted				

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5C:

Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *		

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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	
Reading Goal #5D:	

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
During the 2010-11 school year,						

<p>all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>English 9 English 10 English 11 English 12</p>	<p>Andrew Shoenberger Sherri Winsett Diane Holihan Pat Phelan</p>	<p>English I- Tammy Bennett Ann McDonnell Danna Holihan Thelma Harris (ESE) Barney Meyers (ESE) English II- Hilary Baskin Leisa Johnson Ginger Lett (ESE) Debbie McKinnon Lana Middlebrooks English III- Melanie Hampton (SES) Anna Jordan Alyson Prichard English IV- Jan Dunlap Mike Harrington Mary Petrandis (ESE) Sergio Yanes</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010-11 school</p>
<p>During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>World History American History Gov. and Economics</p>	<p>Kate Gonsalves Emily Barbacci Oscar Brennan</p>	<p>World History- Marsha Guffey Todd McNeil Nancy Watson Brian Welch Jenn Womble American History- Sandie Hanna Cliff Sherry Susan Thomas Gov and Economics- Keith Cottrell Pete Prato Adam Rich</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010-11 school</p>
<p>During the 2010-11 school year, all teachers</p>						

<p>at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>Earth/Space Biology Chemistry Environmental and Physics</p>	<p>Lisa Chason Bonni Warren Bryan Wilkinson Angela Breza-Pierce</p>	<p>Earth Space- Kaitlin DiLuzio Amy Sherry Biology-Susan Harris Sandy Mahon LynnSchuster Chemistry- Renate Ewart Katrian Kutek Environmental and Physics- James Marshka Charles Carpenter Jeanie Trowbridge</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010 -11 school year.</p>
<p>During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>Algebra/II Geometry Calculus/Stats</p>	<p>Steve Friedlander Edra Taylor Gaye McLanahan</p>	<p>Algebra I/II- Kelvin Graves Rita Schuetz Ken Smith Jim Sparrazza Geometry- Stan Goldstein Aleta Haddock Dan Molinaro Alex Waller Calc/Stats- Lesa Jo Johnson Sherri Minns Jason Wiggins</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010-11 school year</p>
<p>During the 2010-11 school year, all teachers</p>						

<p>at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>Physical Education</p>	<p>Lori Nevin</p>	<p>Scott Gowan Heather Hoffman Greg Jones Gayla Sanders Richard Steed Mike Warren</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group</p>	<p>Principal and Assistant Principal during the 2010-11 school year</p>
<p>During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>Applied Technology</p>	<p>Julie Childers</p>	<p>Buck Buchanan Cheryl Christie Sean Crowe Ethel Harvey Linda Heller Chris Tomaini Nic karmanos Cana Nudi</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010-11 school year</p>
<p>During the 2010-11 school year, all teachers at Chiles</p>						

<p>High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>Fine Arts</p>	<p>Kelly Little</p>	<p>Mary Biddlecombe Leslie Cohen Mike German Chris Miller Shannon O'Bryan</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010-11 school year</p>
<p>During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.</p>	<p>Foreign Language</p>	<p>Anne Priddy</p>	<p>Maria Carpenter Chip Chadwell Gil Gamache Susan Knoll Matt Yates</p>	<p>9/9/10,10/07/10,10/21/10,11/04/10, and 11/18/10</p>	<p>Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.</p>	<p>Principal and Assistant Principal during the 2010-11 school year</p>

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To access test data on all students.	Data Director Program by Riverside	District funded	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase rigor and improve student achievement through Professional Learning Communities	Money for materials	TEC Monies	\$7,353.63
Promote the use of reading strategies in the classroom through the content areas for the LLT.	Money for materials and subs.	Title II money	\$8,600.00
			Subtotal: \$15,953.63
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$25,953.63

End of Reading Goals

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:	By the end of the 2010-11 academic year, 29% (133) of all 9th grade students and 24%(99) will meet or exceed math proficiency by scoring at or above a level 3 on the 2011 Sunshine State Standards Math Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9th graders: 28% (132) scored at a level 3 in the area of math. 10th grade: 23% (98) of students scored at a level 3 in the area of math.	9th graders: 29% (133) will score at a level 3 in the area of math. 10th grade: 24% (99) of students will score at a level 3 in the area of 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
1	Teachers and administrators lack knowledge of Next Generation Standards.	Provide professional development specific to the new standards.	District Math Developer (training) Math Department Charis and Administrators (monitoring)	Units and lessons reflect the new standards with correct alignment.	Administrators' review of lesson plans.

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:	By the end of the 2010-11 academic year, 62% of all 9th grade students and 72% of all 10th grade students will meet or exceed math proficiency by scoring at or above a level 4/5 on the 2011 Sunshine State Standards Math Test
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9th graders: 61% (289) scored at a level 4/5 in the area of math. 10th grade: 71% (309) of students scored 4/5 in the area of math.	9th graders: 62% will score at a level 4/5 in the area of math. 10th grade: 72% of students will score at a level 4/5 in the area of 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
1	Teachers and administrators lack knowledge of Next Generation Standards.	Provide professional development specific to the new standards.	District Math Developer (training) Math Department Charis and Administrators (monitoring)	Units and lessons reflect the new standards with correct alignment.	Administrators' review of lesson plans.

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	By the end of the 2010-11 academic year, 81% or more of students in grades 9-10 will make learning gains as
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Mathematics Goal #3:	defined by FL DOE on the 2011 Sunshine State Standards Math FL Comprehensive Test (FCAT).
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
80% of students will make learning gains in the area of math on the 2011 FCAT.	81% of students will make learning gains in the area of math on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and administrators are unfamiliar with the alignment of standards, strands, and big ideas.	Conduct Professional Communities with a focus on vertical teaming within departments through A Team meetings.	Math Department Chairs and Administrators (monitoring).	Units and lessons reflect alignment.	Administrators' review of lesson plans.

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:	By the end of the 2010-11 academic year, 81% or more of the lowest 25% of students in grades 9-10 will make learning gains as defined by FL DOE on the 2011 Sunshine State Standards Math FL Comprehensive Test (FCAT).
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
80% of students at a level 3% or higher in the area of math.	81% of student will score a level 3% or higher in the area of 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
1	Students are not scheduled in correct classes.	Use student data to reschedule.	Administrators	Review ongoing progress monitoring data.	Student data.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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
No Data Submitted				

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	
Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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
No Data Submitted				

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	
Mathematics Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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
No Data Submitted				

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

in need of improvement for the following subgroup:				
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics				
Mathematics Goal #5D:				
Writing Goal #5D: Economically Disadvantaged				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective	Math Algebra I /II Geometry Calculus/Statistics	Steve Friedlander Edra Taylor Gaye McLanahan	subject grade level	9/9,10/7,10/21,11/4,and 11/18	Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.	Principal and Assistant Principal

strategies, best practices, and constantly improving student achievement are addressed						
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Mathematics Budget:

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

End of 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:		By the end of the 2010-11 academic year, 49% (205) of all 11th grade students will meet or exceed science proficiency by scoring at or above a level 3 on the 2011 Sunshine State Standards Science Test.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
11th graders: 48% (204) scored at a level 3 in the area of science.		11th graders: 49% (205) will score at a level 3 in the area of science.			
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	Teachers not aligning course standards with Next Generation	Common Planning Times through A Team meetings for	Science Department Chair and	Teacher Unit Plans aligned with NGSS and assessable leangin	Science Progress Monitoring Assessments and

Science Standards (NGSS).	department levels.	Adminstration.	outcomes.	lesson plans.
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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 Science Goal #2:	By the end of the 2010-11 academic year, 20% (81) of all 11th grade students will meet or exceed science proficiency by scoring at a level 4/5 on the 2011 Sunshine State Standards Science Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
11th graders: 19% (80) scored at a level 4/5 in the area of science.	11th graders: 20% (81) will score at a level 4/5 in the area of science.

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	Teachers not aligning course standards with Next Generation Science Standards (NGSS).	Common Planning Times through A Team meetings for department levels.	Science Department Chair and Adminstration.	Teacher Unit Plans aligned with NGSS and assessable leangin outcomes.	Science Progress Monitoring Assessments and lesson plans.

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
During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional startegies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation	Science/Earth Space Science/Biology Science/Chemistry Science/Seniors	Lisa Chason Bonnie Warren Bryan Wilkinson Angela Breza-Pierce	Subject grade level	9/9, 10/7, 10/21, 11/4, and 11/18	Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Development Plan) and provide the completed Teacher Log adn attachments as evidence of participation in their PLC group.	Principal and Assistant Principal

on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.						
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Science Budget:

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

End of Science Goals

Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	On the 2011 administration of the FCAT Writing Test, 91% of all 10th grade students will achieve a level 3.5 or above.			
2010 Current Level of Performance: *	2011 Expected Level of Performance: *			
10th grade: 90% of students scored a level 3.5 or above.	10th grade: 91% of students will score a level 3.5 or above.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students write only through the draft stage.	Provide revision instruction using very specific guidelines, and implement student writing folder system (portfolios).	Administrators and Teachers.	On going reviews of students' writing samples to measure growth across time through Writes Upon Requests.	Quarterly Writing Probes.
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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	
Writing Goal #2A:	

Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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
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No Data Submitted

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2B:	

Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *

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
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No Data Submitted

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

2. Student subgroups not making Adequate Yearly	
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Progress (AYP) in writing				
Writing Goal #2C:				
Writing Goal #2C: Students with Disabilities (SWD)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		
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
No Data Submitted				

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

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

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

During the 2010-11 school year, all teachers at Chiles High School will utilize professional dialogues regarding specific instructional strategies that increase rigor and improve student achievement. these collaborative discussions are scheduled during small group meetings where reflective conversation on high quality teaching, effective strategies, best practices, and constantly improving student achievement are addressed.	English 9 English 10 English 11 English 12	Andrew Shoenberger Sherri Winsett Diane Holihan Pat Phelan	subject grade level	9/9,10/7,10/21,11/4,and 11/18	Each teacher will meet with their administrative designee in the spring to review their IPDP (Individual Professional Development Plan) and provide the completed Teacher Log and attachments as evidence of participation in their PLC group.	Principal and Assistant Principal
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Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By the end of the 2010-11 school there is will be a decrease in the number of absences and tardies at Chiles High School.
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*
94.51 % (2,024) is the 2010 Current Attendance Rate at Chiles High School.	95% is the 2011 Expected Attendance Rate at Chiles High School.
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
The 2010 Current Number of Students with Excessive Absences (10 or more) is 773.	The 2011 Expected Number of Students with Excessive Absences (10 or more) is 673.
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
The 2010 Current Number of Students with Excessive Tardies(10 or more) is 23.	The 2011 Current Number of Students with Excessive Tardies(10 or more) is 20.

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	In a school of over 2,000 students there are a number of students out on a given day for reasons such as sickness, etc.	To be sure students do not end up with failures on their report card due to 3 or more unexcused absences, calls from the automated calling system and processing letters to let parents know of potential problems will occur.	Assistant Principal for Attendance.	The processing of timely attendance reports to monitor student absences through out the school year.	Attendance reports through GENESIS.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To track and submit referrals through an electronic program.	Educator's Handbook	District funded for all schools.	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:	By the end of the 2010-11, there will be a decrease in the number of suspensions at Chiles High School.
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions
The Total Number of In School Suspensions was 4.	The 2011 Expected Number of In School Suspensions is less than 5.
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
The Total Number of In School Suspensions was 4.	The Expected Number of Students Suspended in School is less than 5.
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
The Total Number of Out of School Suspensions was 94.	The Expected Number of Out of School Suspensions is less than 90.
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
The Total Number of Out of School Suspensions was 79.	The Expected Number of Students Suspended Out of School is less than 75

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	By the end of the 2010-11 school there is will be a decrease in the number In School Suspensions and Out of School Suspensions at Chiles High School.	Grade Level Assemblies will be held through out the first week of school. Discussions of appropriate and inappropriate behavior will be covered. There will also be videos on "bullying" and "sexual harassment" shown to all grades.	Administration	In GENESIS and Educator's Handbook referrals will be tracked to show the number of referrals written and why.	Printouts from GENESIS and Educator's Handbook.

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						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To track and submit referrals electronically.	Use of the Databook computer system.	District funded.	\$500.00
			Subtotal: \$500.00
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: \$500.00

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	Decrease the drop out rate of students as defined by the second half of the high school grade when it is released in December of 2010.
2010 Current Dropout Rate: *	2011 Expected Dropout Rate: *
Data to be released in December.	Data to be released in December.
2010 Current Graduation Rate: *	2011 Expected Graduation Rate: *
Data to be released in December.	Data to be released in December.

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	At Chiles, historically we have had a low drop out rate.	To be sure all students have the resources necessary to graduate on time with all credits needed.	Administration and guidance.	Data from our school grade when it is released in December.	Data from 2010 school year.

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		By the end of the 2010-2011 school year, the climate survey results will show an increase of 2% of parents who feel the school communicates with parents or guardians and community members using a variety of ways.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2010 Current Level of Parent Involvement: *		2011 Expected Level of Parent Involvement: *			
80% of parents feel the school communicates with parents or guardians and community members using a variety of ways.		82% of parents will feel the school communicates with parents or guardians and community members using a variety of ways.			
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	Some parents or guardians don't feel there is a large amount of communication.	The school will reach out in a variety of different ways. Examples are by listserv, parent nights, Open House, Parent Orientation, Parent Portal access, report cards, automated attendance calls and letters, the school newsletter, the school website, and parent contact by teachers.	Administration	Newsletters ,phone calls, listservs, emails, daily automated calls, etc.	copies of the newsletters, phone logs, listservs, report calls, Parent Portal access, etc.

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

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To access test data on all students.	Data Director Program by Riverside	District funded	\$10,000.00
Attendance	To track and submit referrals through an electronic program.	Educator's Handbook	District funded for all schools.	\$500.00
Suspension	To track and submit referrals electronically.	Use of the Databook computer system.	District funded.	\$500.00
				Subtotal: \$11,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase rigor and improve student achievement through Professional Learning Communities	Money for materials	TEC Monies	\$7,353.63
Reading	Promote the use of reading strategies in the classroom through the content areas for the LLT.	Money for materials and subs.	Title II money	\$8,600.00
				Subtotal: \$15,953.63
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$26,953.63

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[No Attached School's Differentiated Accountability Checklist of Compliance](#)

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
To fund the Agenda Books and for Student Achievement Rewards.	\$9,572.00

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

The School Advisory Council at Chiles is a group of stakeholders who meet on a monthly basis and address a variety of different school related processes and issues. For example, input for the writing of the School Improvement Plan and its final approval are facilitated by SAC. The school advisory funds and their uses are approved by SAC. In addition, there is also a parent representative who attends district school advisory council meetings to represent Chiles at a district level on issues.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

Leon School District LAWTON CHILES HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	92%	90%	68%	324	Writing and Science: Takes into account the % scoring 3.5 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	65%	80%			145	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?	46% (NO)	74% (YES)			120	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.
Points Earned					599	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Leon School District LAWTON CHILES HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	92%	93%	71%	333	Writing and Science: Takes into account the % scoring 3.5 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	71%	79%			150	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?	57% (YES)	74% (YES)			131	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.
Points Earned					614	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Leon School District LAWTON CHILES HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	93%	91%	70%	324	Writing and Science: Takes into account the % scoring 3.5 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	62%	80%			142	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?	48% (NO)	78% (YES)			126	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.
Points Earned					602	
Percent Tested = 98%						Percent of eligible students tested

School Grade					B	Grade based on total points, adequate progress, and % of students tested
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