

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH PLANTATION HIGH SCHOOL

District Name: Broward

Principal: Christine Henschel

SAC Chair: Tracie Casserly

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Grade: TBA High Standards Reading: 41.2% High Standards Math: 41.2% High Standards Science: 41.2% High Standards Writing: 60% Learning Gains Reading: 62.4% Learning Gains Math: 41.3% Lowest 25% Reading: 63% Lowest 25% Math: % AYP: criteria met. NO White, Black, Hispanic, Econ Disad. and SWD did not meet AYP in reading: Black, Hispanic, Econ Disad. and SWD did not meet AYP in math.
					2010-2011: Grade: B High Standards Reading: 47% High Standards Math: 76% High Standards Science: 43% High Standards Writing: 81% Learning Gains Reading: 52% Learning Gains Math: 69%

Assis Principal	Ron Reed	<p>M.Ed. – Educational Leadership</p> <p>BA – Physical Education/English</p> <p>ESOL Endorsed</p>	6	6	<p>Lowest 25% Reading: 42%  Lowest 25% Math: 58%  AYP: criteria met. NO  White, Black,Hispanic,Econ Disad. and SWD did not meet AYP in reading:  Black,Hispanic,Econ Disad. and SWD did not meet AYP in math.</p> <p>2009-2010:  Grade: A  High Standards Reading: 47%  High Standards Math: 77%  High Standards Science: 47%  High Standards Writing: 87%  Learning Gains Reading: 51%  Learning Gains Math: 78%  Lowest 25% Reading: 45%  Lowest 25% Math: 78%  AYP: 85% criteria met.  White, Black,Econ Disad. and SWD did not meet AYP in reading: SWD did not meet AYP in math.</p> <p>2008-2009:  Grade: D  High Standards Reading: 42%  High Standards Math: 73%  High Standards Science: 35%  High Standards Writing: 86%  Learning Gains Reading: 50%  Learning Gains Math: 77%  Lowest 25% Reading: 44%  Lowest 25% Math: 66%  AYP: 67% criteria met-  White, Black, Hispanic, ED, ELL, and SWD did not make AYP in Reading; Black, ED, ELL, and SWD did not make AYP in Math</p> <p>2007-2008:  Grade: C  High Standards Reading: 43%  High Standards Math: 72%  High Standards Science: 35%  High Standards Writing: 84%  Learning Gains Reading: 54%  Learning Gains Math: 74%  Lowest 25% Reading: 45%  Lowest 25% Math: 70%  AYP: 85% criteria met-  Black, Hispanic, ED, and ELL did not meet AYP in Reading; ELL did not make AYP in Math</p> <p>2006-2007:  Grade: C  High Standards Reading: 41%  High Standards Math: 67%  High Standards Science: 40%  High Standards Writing: 78%  Learning Gains Reading: 48%  Learning Gains Math: 71%  Lowest 25% Reading: 38%  Lowest 25% Math: 65%  AYP: 67% criteria met-  Black, Hispanic, ED, ELL, and SWD did not meet AYP in Reading; Black, ED, ELL, and SWD did not make AYP in Math</p>
Assis Principal	Cathy Bonner	<p>PhD.-Curriculum and Instruction</p> <p>M.Ed-Curriculum and Instruction-FAU</p> <p>B.A- Social Studies</p> <p>Social Studies 6-12</p> <p>ESOL endorsed</p> <p>Ed. Leadership</p> <p>Math 5-9</p>	2	2	<p>2010-2011:  Grade: B  High Standards Reading: 47%  High Standards Math: 76%  High Standards Science: 43%  High Standards Writing: 81%  Learning Gains Reading: 52%  Learning Gains Math: 69%  Lowest 25% Reading: 42%  Lowest 25% Math: 58%  AYP: criteria met. NO  White, Black,Hispanic,Econ Disad. and SWD did not meet AYP in reading:  Black,Hispanic,Econ Disad. and SWD did not meet AYP in math.</p> <p>2009-10 New to Administrative school base.</p>
					<p>2010-2011:  Grade: B  High Standards Reading: 47%  High Standards Math: 76%  High Standards Science: 43%  High Standards Writing: 81%  Learning Gains Reading: 52%</p>

Principal	Christine Henschel	<p>MA – Social Work</p> <p>BA – Social Work</p> <p>Certification – Educational Leadership</p>	5	6	<p>Learning Gains Math: 69%  Lowest 25% Reading: 42%  Lowest 25% Math: 58%  AYP: criteria met. NO  White, Black, Hispanic, Econ Disad. and SWD did not meet AYP in reading:  Black, Hispanic, Econ Disad. and SWD did not meet AYP in math.</p> <p>2009-2010:  Grade: A  High Standards Reading: 47%  High Standards Math: 77%  High Standards Science: 47%  High Standards Writing: 87%  Learning Gains Reading: 51%  Learning Gains Math: 78%  Lowest 25% Reading: 45%  Lowest 25% Math: 72%  AYP: 85% criteria met.  White, Black, Econ Disad. and SWD did not meet AYP in reading: SWD did not meet AYP in math.</p> <p>2008-2009:  Grade: D  High Standards Reading: 42%  High Standards Math: 73%  High Standards Science: 35%  High Standards Writing: 86%  Learning Gains Reading: 50%  Learning Gains Math: 77%  Lowest 25% Reading: 44%  Lowest 25% Math: 66%  AYP: 67% criteria met-  White, Black, Hispanic, ED, ELL, and SWD did not make AYP in Reading; Black, ED, ELL, and SWD did not make AYP in Math</p> <p>2007-2008: Assistant Principal – Cypress Bay High School  Grade: A  High Standards Reading: 67%  High Standards Math: 91%  High Standards Science: 48%  High Standards Writing: 92%  Learning Gains Reading: 68%  Learning Gains Math: 81%  Lowest 25% Reading: 58%  Lowest 25% Math: 82%  AYP: 90% criteria met-  Hispanic, ED, ELL and SWD did not meet AYP in Reading; all subgroups made AYP in Math</p>
Assis Principal	Michelle Llinas	<p>B.S. Social Science</p> <p>M. Social Studies Education</p> <p>M.S. Ed. Leadership</p>	1	1	<p>Western HS  2010-2011  Grade A  Reading Mastery 58%  Math Mastery 82%  Science Mastery 46%  Writing Mastery 86%  Did not make AYP in Reading subgroups  Did not make AYP Math</p> <p>South Plantation HS  2009-2010:  Grade: A  High Standards Reading: 47%  High Standards Math: 77%  High Standards Science: 47%  High Standards Writing: 87%  Learning Gains Reading: 51%  Learning Gains Math: 78%  Lowest 25% Reading: 45%  Lowest 25% Math: 72%  AYP: 85% criteria met.  White, Black, Econ Disad. and SWD did not 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).</p>

					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. Certifications: Social Studies 6-12 Ed. Leadership meet AYP in reading: SWD did not meet AYP in math. South Plantation HS 2008-2009: Grade: D High Standards Reading: 42% High Standards Math: 73% High Standards Science: 35% High Standards Writing: 86% Learning Gains Reading: 50% Learning Gains Math: 77% Lowest 25% Reading: 44% Lowest 25% Math: 66% AYP: 67% criteria met- White, Black, Hispanic, ED, ELL, and SWD did not make AYP in Reading; Black, ED, ELL, and SWD did not make AYP in Math
Assis Principal	Hernan Borja	FDOE / Foreign Language / Spanish K-12 ESOL National Board Certified Teacher  FDOE / Educational Leadership / Masters / FAU	1	1	

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kelly Grady	MS Reading BA K-12 Reading 6-12 English CAR-PD Certified	4	4	2010-2011 Grade: B High Standards Reading: 47% Learning Gains Reading: 52% Lowest 25% Reading: 42% AYP: No  2009-2010: Grade: A High Standards Reading: 47% Learning Gains Reading: 51% Lowest 25% Reading: 45% AYP: No

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.1. Induction: site-based program utilized to assist educators in developing effective teaching behaviors and to retain qualified teachers by connecting New Educators to a supportive system.	Assistant Principal – Cathy Bonner NESS Liaison – Barbara McNeile	June 2013	
		Assistant Principals - Hernan Borja, Michelle Llinas, Ronald Reed, Cathy Bonner Department Heads – Tracie		

2	2.2. Mentoring: Intra-departmental pairing of successful teachers with teachers needing assistance in various classroom functions.	Casserly,Dustin Major,Jerry Holt, Maria Wolfing, Dianne Feraco, Bob McKinney, Gail Pucker, Guy Taglienti, Carey Holder, Liz Jacobi, Andre Henry, Debbie Vogt, Benay Jones	June 2013	
3	3.3. National Board Certification: Incentives and recognition for teachers to pursue National Board certification for purposes of improving their instructional strategies.	Principal – Christine Henschel	June 2013	
4	4.4. Bi-monthly professional development activities and Professional learning communities.	Assistant Principals - Hernan Borja, Michelle Llinas, Ronald Reed, Cathy Bonner Department Heads – Tracie Casserly,Dustin Major,Jerry Holt, Maria Wolfing, Dianne Feraco, Bob McKinney, Gail Pucker, Guy Taglienti, Carey Holder, Liz Jacobi, Andre Henry, Debbie Vogt, Benay Jones	June 2013	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
106	0.9%(1)	4.7%(5)	43.4%(46)	51.9%(55)	45.3%(48)	83.0%(88)	13.2%(14)	10.4%(11)	19.8%(21)

### Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			Mentors will continue to be assigned to new personnel to the building as a part of the NESS program. mentors are

			assigned according to Discipline and compatability of new educators.
Barbara McNeile	Shequela Williams/Alexander Corzo	Teacher Leader	Mentors will meet and assist Mentees as needed.
Norman Bob McKinney	Carly Mays	Teacher Leader	Mentors will meet and assist Mentees as needed.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mrs. Christine Henschel, Principal  
Assistant Principals-  
Ronald Reed  
Cathy Bonner  
Herman Borja  
Michelle Llinas  
Lori Carlson, ESE Specialist  
Eric Knight, Guidance Director  
Andy Segal, Guidance Counselor  
Sherley Pierre, Guidance Counselor  
Sonia Cochran, Guidance Counselor  
Walter Jones, School Social Worker  
Dawn Sclafani, School Psychologist  
Andre Henry, Teacher  
Kelly Grady, Reading Coach  
Bethany Gatewood, 9th Grade Director  
Bob McKinney-10th Grade Academy Director

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

The team meets monthly during the school year to identify students and enact the RtI plan. The team identifies the interventions that are currently practiced on students at SPHS and ensure they are "matched" to a tier in the RtI model. Teachers are asked to pull their students data which included state assessments, in-house assessments, student's grades on tests, quizzes, etc. in order to further identify increased or decreasing achievement and whether or not interventions are being effective. We will continue to meet with State and District RtI specialist to identify our school specific RtI needs and plan of continuing implementation. We will continue to conduct a needs assessment survey of our teachers to determine what types of trainings are needed for us to successfully implement our RtI plan. Our guidance director will coordinate our meetings along with our ESE specialist and our school psychologist. Tier 1 data will be routinely looked at in the core areas of reading, math, writing, science and classroom behavior. This data is used to make decisions about modifying curriculum and class structure. This data is also used to identify students who may be in need of moving from Tier 1 to 2 or to Tier 3. The data sources used will come from Virtual Counselor, Data Warehouse reports, school reports such as suspension rates, grades in core classes, GPA, attendance rates, mini-assessments, etc. Teachers will be trained by members of the RtI team during staff development days(during teacher planning periods) on how the process works and how teachers can suggest students for monitoring.

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

The RtI team will continue to work collaboratively with the SAC team to assist in the development and implementation of the SIP. The team will also work with teachers to assist them with identifying interventions for tier 1-3 students. The team will provide input as to the safety nets or other supports. The RtI team will work collaboratively with the SAC team to assist in the development and implementation of the SIP. The team will also work with teachers to assist them with identifying interventions for tier 1-3 students. The team will provide input as to the safety nets or other supports

### MTSS Implementation

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

The RTI team will meet twice monthly to review data from BASIS, documentation of interventions and plans for progression. All interventions will be entered on the L-panel. Hard copies of all documentation, including graphing, Struggling Reader Charts, Struggling Math Charts, etc. will be kept for bi-monthly review and planning.

Describe the plan to train staff on MTSS.

We will provide our staff with a brief overview of the RtI process as well as introduce updates and changes in the system. We will continue to standardize/formalize our Interventions and pair them up with the state/county requirements for RtI. We will inservice our staff during pre-planning week as well as conduct a more thorough professional development workshop at the beginning of the school year. Throughout the school year, RtI members will assist teachers and parents with creating/choosing specific interventions personalized to their children.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Mrs. Christine Henschel, Principal  
Ronald Reed, Assistant Principal  
Hernan Borja, Assistant Principal-ELL representative  
Michelle Llinas, Assistant Principal  
Kelly Grady, Reading Coach  
Bethany Gatewood, 9th Grade Academy Director  
Bob McKinney-10th Grade Academy Director/Social Studies Department Head  
Tracy Casserly, CO-Math Department Head  
Dustin Major, CO-Math Department Chair  
Carey Holder, Science Department Head  
Gail Pucker, CTE Department Head  
Jerry Holt, Business Department Head  
Maria Wolfing, World Languages Department Head  
Dianne Feraco, Reading Department Head  
Guy Taglienti, Physical Education Department Head  
Benay Jones, ESE Department Head  
Andre Henry, Fine Arts Department Head  
Debbie Vogt, English Department Head  
Karen James, Media Specialist  
Pamela Krauss-Magnet Coordinator

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

The team will meet at least once per month to focus on our literacy initiatives (reading, writing, and Common Core Standards), data and school-wide literacy concerns. We have established a model classroom for implementing reading strategies in all content areas. The team will also analyze data to see if classroom instruction is effective, if teaching techniques need to be modified, that teachers are following the school-wide Literacy plan (weekly/monthly) with fidelity, following content area IFC's, leading and supporting Professional Learning Communities and Lesson Study groups. We use mini-assessments (BAT, in-house mini-assessments, FAIR testing, Observations and assessments from the Struggling Reader Chart) to modify IFC's if necessary.

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

Implementation of the common core state standards, PARCC (Partnership for Assessment of Readiness for College and Careers) system and cross-curricular literacy study. The Literacy Leadership team members will also train staff members in and assist with Lesson Study. They will provide staff development within their individual departments in order to address specific subject matter needs. In addition, the instructional coaches (i.e. department chairpersons) will work with administration and the reading coach to analyze data to determine the school-wide areas of need. Once this is completed, the team will work with administration to create secondary instructional focus calendars for reading, writing, mathematics and science. These plans will be rolled out to staff during pre-planning in August. After roll-out, administration, department heads and the reading coach will monitor the utilization of these calendars through classroom observations and checking lesson plans. Also we will have a monthly newsletter on Literacy/Writing strategies. In addition, our school plan for building school capacity by developing a cadre of highly qualified teachers who are reading endorsed or reading certified is offering workshops in house through our CAR-PD trained teachers to make it more convenient to get reading certified. As of last year,



we had 8 additional teachers CAR-PD trained for a total of 14 CAR-PD trained teachers on staff. We have 2 teacher in the "portfolio" stage of getting reading endorsed.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*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.

Instructional focus calendar will be FCIM driven. The literacy team will evaluate the needs of the school and design an instructional calendar which will meet the reading and writing needs of students within all subject areas. A comprehensive vocabulary/comprehension plan will continue during the 2012-2013 school year to incorporate all instructional disciplines. The reading coach will work intensely with individual departments providing professional development, modeling in the classroom and support reading initiatives. Targeted professional development opportunities will ensure that teachers are provided strategies which answer the identified needs within Social Studies, Science, Mathematics and English content areas as well as course electives. Department Heads and Administration will monitor implementation and progress of professional development to ensure fidelity.

### \*High Schools Only

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

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

All students from grades 9-12 are afforded the opportunity to enroll in applied and integrated courses. These courses offer students enriched learning opportunities which actively engage students through project based learning and collaborative teaching. The following opportunities offer students to make the school to real world connections transition: Community internships through HOSA, development and running of an onsite school restaurant through culinary arts and business, OJT (on the job training) opportunities through marketing, and on site hands on experiences and training in horticulture and animal sciences.

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?

Each student engages in career exploration by participating in the E-PEP in 9th grade and a 9th-10th transitional Career Survey. In addition, each 9th and 10th grade student is exposed to the varied offerings through CTE by participating in "Tour de South" a showcase of course offerings at South Plantation High School. As part of our LANCE Academies, a career speaker series and career showcase is held annually for students. Students in the LANCE Academies will also use Career Choices Software to help access their career interests and build an on-line career portfolio. We also implement the Annual Guidance Plan which focuses on career and education planning. IN addition we use FACTS.org to help students research post-secondary opportunities and plan coursework.

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

- Identify students who typically do not enroll in AP courses and register them for the coming school year

- Increase the number of students who are exposed to honors and Pre-AP courses
- Institute small group pull-out for students and guidance counselors to work on college preparations
- Encourage 11th grade students to take the ACT or SAT by the end of their junior year
- Annual Curriculum Fair to provide students with information for appropriate course selection
- Follow course progression charts(for ex. AP Potential) to default students into rigorous courses and proper sequencing.
- Offer ACT/SAT Prep programs
- ePEP Train all Students 9-11.
- BRACE Advisor plans and coordinates school wide Junior Experience to the Broward college Fair.
- Administer PSAT to all 10th grades for free. and offer it to 9th and 11th graders for a small fee.
- We offer PERT
- we maximize fee waivers for SAT/ACT/college applications for eligible students
- We send students to College Fairs
- We employ a BRACE advisor whose primary responsibility is college readiness.
- BRACE advisor collects post-secondary data throughout the year to guide interventions and activities.
- we organize Senior and Underclassmen Awards nights.
- We have on campus Dual enrollment environmental science classes
- we promote and make available off campus dual enrollment courses to 11th and 12th graders.

## 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The percentage of students scoring at Achievement Level 3 in Reading will increase by 3% to 23% for the 2013 administration of FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20.7%(226)	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	Bubble students (on the cusp of a level 3) slipping to a lower level especially due to on-line testing format.	Align Content area curriculum for Bubble students (240-245 for 9th grade and 245-250 for 10th grade students on the 2012 FCAT reading test ) utilizing reading and differentiated Instruction strategies. Teachers will be trained through PLCs on strategies for incorporating online reading projects into classroom lessons and enhancement.  Additionally, these students will be included in a mentor program for at-risk students.	Reading Coach Department Heads Administrators Reading Coach Content Area Teachers	Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Monitor and evaluate student performance on Benchmark Assessment Test. Evaluate student achievement data utilizing the FAIR.	Review of student work/performance using Lesson Study during Fall Professional Development Monitor and evaluate student performance on Benchmark Assessment Test and FAIR.
2	Teachers infusing effective delivery methods that address the needs of all learners.	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Departmental Professional development that focuses on: -Delivery Methods -Text Complexity -Differentiated Instruction -Lesson Study -Assessments/Standards Each department will support the instructional focus benchmarks/CCS that will	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans

		be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.			
3	1.1. Inconsistent Tier 1 reading interventions with 10th grade level 3 students	1.1. Common department planning which will foster peer collaboration within PLC and PD's designed to address the whole and specific content areas PLC designed to align instruction with the NGSSS/CCS. Utilization of Instructional Focus Calendar and corresponding BEEP Lessons Model Teacher Observation. Team Teaching	1.1. Reading Coach Department Heads Administrators	1.1. Classroom Observation Literacy Checklists Grade Level PD and PLC Notebooks which will include: - Student Assessment Data - Differentiated Instruction strategies - Higher Order Questions Stems - RTI (Tier 1) Continuing Plan of Action	1.1. Administrative formal classroom observation followed by a data chat and/or evaluation of students' informal and formal assessments to determine delivery success. Classroom modeling, lesson study, PLC's Peer Observation Project Based Formative Assessments FAIR
4	1.2. Student subject matter comprehension limited due to gaps in knowledge of academic vocabulary based on FCIM.	1.2. Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction. Students will be instructed using lessons and strategies from the (CVP)	1.2. Reading Coach Department Heads Administrators	1.2. Classroom Observation Literacy Checklists Professional Development Continuing Plan of Action Lesson Study Assessment report analysis Review of Student Samples	1.2. BAT 2 FAIR Data Informal Assessments Data Chats Ongoing Assessments
5	1.3 Teachers infusing effective delivery methods that address the needs of all learners.	1.3 A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Departmental Professional development that focuses on: - Delivery Methods - Text Complexity - Differentiated Instruction - Lesson Study - Assessments/Standards Each department will support the instructional focus benchmarks/CCS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.	1.3 Reading Coach Department Heads Administrators	1.3 Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	1.3 BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans
	1.4. Bubble students (on the cusp of a level 3) slipping to a lower level especially due to on-line testing format.	1.4. Align Content area curriculum for Bubble students (240-245 for 9th grade and 245-250 for 10th	1.4 Reading Coach Department Heads Administrators Reading Coach Content Area Teachers	1.4. Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum	1.4 Review of student work/performance using Lesson Study during Fall Professional

6		<p>grade students on the 2012 FCAT reading test ) utilizing reading and differentiated Instruction strategies. Teachers will be trained through PLCs on strategies for incorporating online reading projects into classroom lessons and enhancement.</p> <p>Additionally, these students will be included in a mentor program for at-risk students.</p>		<p>delivery of reading strategies and assessments. Monitor and evaluate student performance on Benchmark Assessment Test. Evaluate student achievement data utilizing the FAIR.</p>	<p>Development Monitor and evaluate student performance on Benchmark Assessment Test and FAIR.</p>
7	<p>1.5 Content teachers having a limited understanding of how to integrate the standards into the curriculum</p>	<p>1.5. Professional Development on how to integrate reading standards into content area curriculum</p>	<p>1.5. Reading Coach Department Heads Administrators</p>	<p>1.5. Professional Development followup artifacts provided by teachers. (HRD requirement for Inservice) Classroom Observation Literacy Checklists Monitor and review of teacher lesson plans and student performance data.</p>	<p>1.5. Rubrics, Peer /Mentor Feedback class room walk throughs.</p>
8	<p>1.6. Content teachers have a limited understanding of how to integrate reading into the curriculum.</p>	<p>1.6. Professional Development PLCs will focus on reading in the content areas In addition NGCARPD training will be offered on campus in fall and spring for all teachers. Formally CAR-PD trained teachers will be refreshed on the NGCARPD and will create a Smaller Learning community that meets monthly to review lessons, strategies and techniques forfor integrating reading into the curriculum helping students achieve.</p>	<p>1.6. Reading Coach Department Heads Administrators</p>	<p>1.6. Professional Development followup artifacts provided by teachers. (HRD requirement for Inservice and CAR-PD required) Classroom Observation Literacy Checklists Monitor and review of teacher lesson plans and student performance data.</p>	<p>1.6. Rubrics, Peer /Mentor Feedback class room walkthroughs</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 group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p>	<p>The percentage of students scoring at the proficient Level of 4 or above on the FAA Reading assessment will increase by 2% to 43% for the 2013 administration of the test.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>41.2% (7)</p>	<p>43%</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	Increasing High Level of performance for these students	Correct placement of students in coursework  SMILE Curriculum	Department Head  Program Specialist  Classroom Teacher	Teacher Generated Assessments  Classroom Observation  IEP Goals	Pre/Post Test Teacher made materials Curriculum specific assessments Progress Monitoring 2013 FAA
2	Student subject matter comprehension and retention limited due to gaps in knowledge of academic content.	Incorporation of the SMILE curriculum to aide in content knowledge.  Comprehensive Vocabulary Plan (CVP) using pictures and other resources suited to meet the needs of these students.	Classroom Teachers Program Specialist Administration	Pre/Post Test Progress Monitoring IEP Goals	Pre/Post Test Teacher made materials Curriculum specific assessments Progress Monitoring 2013 FAA
3	The increased number of medically fragile students.	Incorporation of the SMILE curriculum.  Visual schedules developed for individual students.	Classroom Teachers Program Specialist Administration	Informal Teacher Observation	2013 FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The percentage of students scoring at or above Achievement Level 4 in reading will increase by 3% to 29% as measured by the 2013 administration of the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.1% (296)	27%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited rigor in some academic courses (diminishing the available challenge to students)	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and monthly Professional development PLCs that focus on: - Shifts (CCSS) - Text Complexity - Differentiated Instruction - Lesson Study Assessments/Standards	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies with greater rigor are implemented. Classroom Observations	Bat 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans
	2.1 Limited rigor in some academic courses (diminishing the available challenge to students)	2.1 A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and monthly Professional development	2.1 Reading Coach Department Heads Administrators	2.1 Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies with greater rigor are	2.1 Bat 2 FAIR Data 2012 Florida Comprehensive Assessment Test

2		PLCs that focus on: -Shifts (CCSS) -Text Complexity -Differentiated Instruction -Lesson Study Assessments/Standards		implemented. Classroom Observations	Reading classroom walkthroughs Teacher Lesson Plans
3	2.2. Inconsistencies in preparing students for the rigor of advanced placement instruction	2.2. 9th Grade: Acaedmy teachers will be paired for PLC's and PD to address critical thinking and higher order instruction for the targeted student population.  10th Grade: Academy teachers will be paired for PLC's and PD to address critical thinking and higher order instruction for the targeted student population.  All Content Teachers: Ensuring the use of AP strategies unilaterally throughout courses (higher order thinking skills, critical thinking skills, etc) and incorporating the CCSS and core works to meet all learners.  Utilization of Instructional Focus Calendar and corresponding BEEP  Lessons Model Teacher (Reading Coach) Observations Team Teaching	2.2. Reading Coach Department Heads Administrators Academy Directors	2.2. Team Teaching Classroom Observation Lesson Study to analyze incorporation of higher order instruction and critical thinking Assessment report Analysis Review of Student Samples	2.2. Peer Observation Formative Assessments Practice AP Exams Ongoing Data Chats
4	2.3 Students in content area classes are not actively involved in answering higher-level questions and using critical thinking to support the answers.Lack of independent reading.	2.3 Implementation and monitoring of a school wide SSR program.  Weekly opportunities for reading and writing will take place in the elective and content area classrooms using core works from the CCSS.  Higher ordered questions and stem questions should be observable in lessons and class discussions.	2.3 Reading Coach Department Heads Administrators	2.3 Classroom Observation Lesson Plan Review	2.3 CWTs Benchmark Assessments FCAT Reading/Writing scores

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in reading.

Percentage of students scoring at or above Achievement Level 7 in reading on the FAA will increase 2% to 13% for the

Reading Goal #2b:	2013 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.8% (2)	13%

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	Increasing the number of students who score above level 7 on the FAA	Appropriate classroom placement with correct teachers	Classroom Teachers Program Specialist Administration	Pre/Post Test Progress Monitoring IEP Goals	Pre/Post Test Teacher made materials Curriculum specific assessments 2013 FAA
2	Student subject matter comprehension and retention limited due to gaps in academic knowledge.	SMILE curriculum to aide in content knowledge.  (CVP) using pictures and resources to meet needs.	Classroom Teacher Program Specialist Administration	Pre/Post Test Progress Monitoring IEP Goals	Pre/Post Test Teacher made materials Curriculum specific assessments 2013 FAA
3	Increased number of medically fragile students.	SMILE curriculum Visual schedules	Classroom Teacher Program Specialist Administration	Informal teacher observation	2013 FAA Teacher made materials

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The percentage of students making learning gains in reading will increase 3% on the 2013 administration of the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.4%(655)	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistencies in Tier 2 level of expectation and rigor in literacy based instruction	Content PLCs on incorporation of CCSS shifts and core works.  NGCARPD training offered in fall and spring on campus for teachers.  Utilization of Instructional Focus Calendar and corresponding BEEP Lessons.  Teacher implemented CVP and SSR program  Model Teacher Observations	Reading Coach Department Heads Administrator	Classroom Observation Literacy Checklists Department PD and PLC Books which will include Agenda Minutes Sign in sheet  Instructional Coach Modeling  Tier 2 Continuing Plan of Action  Lesson Study to analyze the incorporation of NGSSS	Peer Observation Formative Assessments Project Based Formative Assessments Ongoing Data Chats



		Team Teaching		Assessment report analysis Review of Student Samples	
2	3.1. Demonstrated student deficiencies in comprehension and fluency	3.1. PLCs designed to align instruction with the NGSSS/CCSS.  Content will include comprehension, and fluency strategies across the curriculum.  Utilization of Instructional Focus Calendar and corresponding BEEP Lessons  Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction.  SSR program to provided extended opportunities for independent reading.  Model Teacher Observation. Team Teaching	3.1. Reading Coach Department Heads Administrators	3.1. Classroom Observation Literacy Checklists Grade Level PD and PLC Notebooks which will include: - Student Assessment Data - Differentiated Instruction strategies - Higher Order Questions Stems - RTI (Tier 1) Continuing Plan of Action	3.1. Administrative formal classroom observation followed by a data chat and/or evaluation of students' informal and formal assessments to determine delivery success. Classroom modeling, lesson study, PLC's Peer Observation Project Based Formative Assessments FAIR
3	3.2. Time constraints and limited economic resources for tutoring and enrichments.	3.2. More volunteer-based tutoring and enrichments for after school and Saturdays.  21st Century Grant/OIC program	3.2. Reading Coach Department Heads Administrators Teachers	3.2. Logs and sign-in sheets	3.2. Monitor observation Assessment results
4	3.3. Inconsistencies in Tier 2 level of expectation and rigor in literacy based instruction	3.3. Content PLCs on incorporation of CCSS shifts and core works.  NGCARPD training offered in fall and spring on campus for teachers.  Utilization of Instructional Focus Calendar and corresponding BEEP Lessons.  Teacher implemented CVP and SSR program  Model Teacher Observations  Team Teaching	3.3. Reading Coach  Department Heads  Administrator	3.3. Classroom Observation Literacy Checklists Department PD and PLC Books which will include Agenda Minutes Sign in sheet  Instructional Coach Modeling  Tier 2 Continuing Plan of Action  Lesson Study to analyze the incorporation of NGSSS  Assessment report analysis  Review of Student Samples	3.3. Peer Observation  Formative Assessments  Project Based Formative Assessments  Ongoing Data Chats

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The percentage of students making learning gains in reading on the 2013 administration of the FAA will increase 2% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.3% (6)	43%

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	Student subject matter comprehension and retention limited due to gaps in academic knowledge.	SMILE curriculum to aide in content knowledge.  (CVP) using pictures and resources to meet needs.	Classroom Teacher Program Specialist Administration	Pre/Post Test Progress Monitoring IEP Goals	Pre/Post Test Teacher made materials Curriculum specific assessments 2013 FAA
2	Student subject matter comprehension and retention limited due to gaps in academic knowledge.	SMILE curriculum to aide in content knowledge.  (CVP) using pictures and resources to meet needs.	Classroom Teacher Program Specialist Administration	Pre/Post Test Progress Monitoring IEP Goals	Pre/Post Test Teacher made materials Curriculum specific assessments 2013 FAA
3	Increased number of medically fragile students.	SMILE curriculum  Visual schedules	Classroom Teacher Program Specialist Administration	Informal teacher observation	2013 FAA Teacher made materials

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students in the lowest 25% making learning gains in reading will increase 3% on the 2013 administration of the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(170)	66%)

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
	Teachers infusing effective delivery methods that address the needs of all learners.	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Monthly PLCs that focus on: -CCSS (Shifts and Core Works) -Delivery Methods that address the needs of all learners. -Text Complexity	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading Classroom Walkthrough Tool Teacher Lesson Plans

1		<p>-Differentiated Instruction -Lesson Study- Assessments/Standards</p> <p>Each department will support the instructional focus benchmarks/CCSS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.</p>			
2	Striving readers need more individualized instruction.	<p>Students scoring in the lowest 25% on the FCAT assessment will participate in a "Safety Net" program for individual, differentiated, and small group instruction.</p> <p>Students in this group will also have access to the 21st Century/OIC grant opportunities.</p> <p>These students will also be enrolled in a school mentor program to work with our at-risk cohort.</p>	Reading Coach Department Heads Administrators Teachers	FAIR School Generated Assessment District Benchmark Data Chats	Analysis of data
3	4.1. Teachers infusing effective delivery methods that address the needs of all learners.	<p>4.1. A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Monthly PLCs that focus on: -CCSS (Shifts and Core Works) -Delivery Methods that address the needs of all learners. -Text Complexity -Differentiated Instruction -Lesson Study- Assessments/Standards</p> <p>Each department will support the instructional focus benchmarks/CCSS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.</p>	4.1. Reading Coach Department Heads Administrators	4.1. Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	4.1. BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading Classroom Walkthrough Tool Teacher Lesson Plans
	4.2. Demonstrated student deficiencies in comprehension.	4.2. Students scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers	4.2. Reading Coach Reading Department Administrators	4.2. Core reading program assessment	4.2. Classroom assessments FAIR Data Florida Comprehensive Assessment 2012 Reading Benchmark Assessment Test

4		<p>Chart using the District approved diagnostic tools.</p> <p>Students will utilize Hampton-Brown's EDGE reading series and REWARDS Plus where necessary. Additional instruction will be provided by Vocabulary through Morphemes.</p>			
5	4.3. Demonstrated student deficiencies in vocabulary	4.3. Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction. Students will be instructed from the (CVP) Model Teacher Observations Team Teaching	4.3. Reading Coach Department Heads Administrators	4.3. Classroom Observation Literacy Checklists Professional Development Continuing Plan of Action Lesson Study Assessment report analysis Review of Student Samples	4.3. BAT 2 FAIR Data Informal Assessments Data Chats Ongoing Assessments
6	4.4. Striving readers need more individualized instruction.	<p>4.4. Students scoring in the lowest 25% on the FCAT assessment will participate in a "Safety Net" program for individual, differentiated, and small group instruction.</p> <p>Students in this group will also have access to the 21st Century/OIC grant opportunities.</p> <p>These students will also be enrolled in a school mentor program to work with our at-risk cohort.</p>	4.4. Reading Coach Department Heads Administrators Teachers	4.4. FAIR School Generated Assessment District Benchmark Data Chats	4.4. Analysis of data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The percentage of non readers will decrease by 10% each year over the next 6 years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	42	32	22	12	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The percentage of students in subgroups by ethnicity who did not make satisfactory progress in reading will decrease overall by 3% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White-29.9% (89)	

Black-68.6% (290)  
 Hispanic-55% (169)  
 Asian-31.3% (10)  
 Indian-33.3% (2)

Overall decrease of 3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Communication barrier between teachers with shared/common students	5B.1. Creation of 9th and 10th-12th grade Academies. Common planning for departments and 9th grade Academy teams Establishment of PLCs within electives and content areas to provide opportunities for collaboration and sharing.	5B.1. Academy Directors Department Heads Administrators	5B.1. Analysis of collected data	5B.1. Classroom Observation data Lesson plan review Professional development follow-up Teacher survey School survey
2	5B.2. Demonstrated student deficiencies in comprehension.	5B.2. Students scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools.  Students will utilize Hampton-Brown's EDGE reading series and REWARDS Plus where necessary. Additional instruction will be provided by Vocabulary through Morphemes.  High Level 2 students and students who qualify for waivers will be placed with CAR-PD trained teachers to help develop their reading comprehension skills.	5B.2. Reading Coach Reading Department CAR-PD Trained Teachers Administrators	5B.2. Core reading program assessment Teacher generated assessment	5B.2. FAIR Data Classroom assessments Florida Comprehensive Assessment 2012 Reading Benchmark Assessment Test
3	5B.3. Demonstrated student deficiencies in vocabulary	5B.3. Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction.  Model Teacher Observations Team Teaching	5B.3. Reading Coach Department Heads Administrators	5B.3. Classroom Observation Literacy Checklists Professional Development Continuing Plan of Action Lesson Study Assessment report analysis Review of Student Samples	5B.3. BAT 2 FAIR Data Informal Assessments Data Chats Ongoing Assessments
	5B.4. Students need more individualized instruction.	5B.4. Participate in school's "Safety Net" program for individual, differentiated, and small	5B.4. Reading Coach Department Heads Administrators Teacher	5B.4. FAIR School Generated Assessment District Benchmark Data Chats	5B.4. Analysis of data

4		group instruction as well as personal mentoring  At-risk students will be enrolled in a school mentor program.  Eligible students will be offered the 21st Century/OIC grant programs.			
5	5B.5. Students need exposure to rigorous course materials and reading selections with real world connections	5B.5. Teachers will participate in monthly PLCs that focus on: -CCSS (Shifts/Core Works) -Text Complexity -Differentiated instruction -Lesson Study -Assessments/Standards  Students will participate in school wide Literacy initiatives which include; visiting authors, teleconferences, and presenters.	5B.5. Reading Coach Department Heads Administrators Teachers	5B.5. Classroom Observation Literacy Checklists Monitor Lesson Plans and classroom materials Follow-up	5B.5. Literacy checklist

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of ELL students not making satisfactory progress in reading will decrease 50% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (30)	50%

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. Demonstrated student deficiencies in language acquisition and reading comprehension.	5C.1. Students classified as A1 and A2 will receive research-based reading instruction through intensive development language through ESOL classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools. Students will utilize Longman's Shining Star reading program.	5C.1. Reading Coach Reading Teachers Administrators	5C.1. Core reading program assessment	5C.1. FAIR Benchmark Assessment Teacher Generated tests FCAT Reading Assessment
	5C.2. Demonstrated student deficiencies in comprehension.	5C.2. Students scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading	5C.2. Reading Coach Reading Department CAR-PD Trained	5C.2. Core reading program assessment Teacher generated assessment	5C.2. Classroom assessments Florida Comprehensive

2		<p>instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools.</p> <p>Students will utilize Hampton-Brown's EDGE reading series and REWARDS Plus where necessary. Additional instruction will be provided by Vocabulary through Morphemes.</p> <p>High Level 2 students and students who qualify for waivers will be placed with CAR-PD trained teachers to help develop their reading comprehension skills.</p>	Teachers Administrators		Assessment 2012 Reading Benchmark Assessment Test FAIR Data
3	5C.3. Demonstrated student deficiencies in vocabulary	<p>5C.3. Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction.</p> <p>Model Teacher Observations Team Teaching</p>	5C.3. Reading Coach Department Heads  Administrators	5C.3. Classroom Observation Literacy Checklists Professional Development Continuing Plan of Action Lesson Study Assessment report analysis Review of Student Samples	5C.3. BAT 2 FAIR Data Informal Assessments Data Chats Ongoing Assessments
4	5C.4. Students need more individualized instruction.	<p>5C.4. Participate in school's "Safety Net" program for individual, differentiated, and small group instruction as well as personal mentoring</p> <p>At-risk students will be enrolled in a school mentor program.</p> <p>Eligible students will be offered the 21st Century/OIC grant programs.</p>	5C.4. Reading Coach Department Heads Administrators Teachers	5C.4. FAIR School Generated Assessment District Benchmark Data Chats	5C.5. Literacy checklist
5	5C.5. Students need exposure to rigorous course materials and reading selections that offer real world experiences.	<p>5C.5. Teachers will participate in monthly PLCs that focus on: -CCSS (Shifts/Core Works) -Text Complexity -Differentiated instruction -Lesson Study -Assessments/Standards</p> <p>Students will participate in school wide Literacy initiatives which include; visiting authors, teleconferences, and presenters.</p>	5C.5. Reading Coach Department Heads Administrators Teachers	5C.5. Classroom Observation Literacy Checklists Monitor Lesson Plans and classroom materials Follow-up	5C.5. Literacy checklist
	5.C.6.	5.C.6.	5.C.6.	5.C.6.	5.C.6.

6	Appropriate utilization of ESOL support strategies in content classes	Content area teachers will be offered professional development in implementing effective ESOL strategies within their curriculum.	Reading Coach Department Heads Administrators Teachers	Monitoring of lesson plans, job embedded follow up activities, student data student and data chats.	Data Chats, Analysis of Data gathered from the student assessments
7	5.C.7. Highly qualified teacher to work with special needs of students.	5.C.7. Teacher placement for these at-risk students will be reviewed by Reading coach and Administration to ensure all student needs will be addressed.	5.C.7. Reading Coach Administrator	5.C.7. Student performance on teacher created assessments and state mandated tests.	5.C.7. FAIR Data BAT 2 2012 FCAT Teacher created assessments IPT/CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of SWD not making satisfactory progress in reading will decrease 5% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74.6%% (47)	69%%

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. Time constraints and student attendance rates.	5D.1. ESE Sub-Group will receive push-in services from ESE Support.	5D.1. ESE Department Reading Coach Administrators	5D.1. Monitor and Assist as needed through benchmark assessment data and ongoing academic progress monitoring.	5D.1. FAIR Data Data analysis Teacher/Parent Input
2	5D.2. Demonstrated student deficiencies in comprehension.	5D.2. Students scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools.  Students will utilize Hampton-Brown's EDGE reading series and REWARDS Plus where necessary. Additional instruction will be provided by Vocabulary through Morphemes.  High Level 2 students and students who qualify for waivers will be placed with CAR-PD	5D.2. Reading Coach Reading Department CAR-PD Trained Teachers Administrators	5D.2. Core reading program assessment Teacher generated assessment	5D.2. FAIR Data Classroom assessments Florida Comprehensive Assessment 2012 Reading Benchmark Assessment Test



		trained teachers to help develop their reading comprehension skills.			
3	5D.3. Demonstrated student deficiencies in vocabulary	5D.3. Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction.  Model Teacher Observations Team Teaching	5D.3. Reading Coach Department Heads Administrators	5D.3. Classroom Observation Literacy Checklists Professional Development Continuing Plan of Action Lesson Study Assessment report analysis Review of Student Samples	5D.3. BAT 2 Informal Assessments Data Chats Ongoing Assessments
4	5D.4. Students need more individualized instruction.	5D.4. Participate in school's "Safety Net" program for individual, differentiated, and small group instruction as well as personal mentoring  At-risk students will be enrolled in a school mentor program.  Eligible students will be offered the 21st Century/OIC grant programs.	5D.4. Reading Coach Department Heads Administrators Teachers	5D.4. FAIR School Generated Assessment District Benchmark Data Chats	5D.4. Analysis of data
5	5D.5. Students need exposure to rigorous course materials and reading selections that offer real world exposures	5D.5. Teachers will participate in monthly PLCs that focus on: -CCSS (Shifts/Core Works) -Text Complexity -Differentiated instruction -Lesson Study -Assessments/Standards  Students will participate in school wide Literacy initiatives which include; visiting authors, teleconferences, and presenters.	5D.5. Reading Coach Department Heads Administrators Teachers	5D.5. Classroom Observation Literacy Checklists Monitor Lesson Plans and classroom materials Follow-up	5D.5. Literacy checklist
6	5D.6. Appropriate utilization of ESE support strategies in content classes	5D.6. Content area teachers will be offered professional development in implementing effective ESE strategies within their curriculum.	5D.6. Reading Coach Department Heads Administrators Teachers	5D.6. Monitoring of lesson plans, job embedded follow up activities, student data student and data chats.	5D.6. Data Chats, Analysis of Data gathered from the student assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The percentage of economically disadvantaged students not making satisfactory progress in reading will decrease 5% for the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.8% (200)	49%

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	5E.1. Difficulty attending afterschool and weekend "Safety Net" sessions due to lack of transportation	5E.1. Transportation for students receiving "Safety Net" services in all academic areas	5E.1. Reading Coach Academy Directors Department Heads Instructional Teachers Administrators	5E.1. Score analysis, as well as review of data correlating tutoring attendance with FCAT & BAT results	5E.1. Assessment Results
2	5E.2. School Absences (this also includes internal/external suspensions)	5E.2. Opportunities for alternative reading instruction: - Safety Net services - Core subject instruction in internal suspension. - Athletic study halls Increased parent/student involvement: - Literacy Knights - Parent Workshops	5E.2. Reading Coach Department Heads Teachers Administrators Athletic Coaches	5E.2. Collect and analyze data Teacher/Parent/School survey	5E.2. Attendance Logs Sign-in sheets/logs
3	5E.3. Demonstrated student deficiencies in comprehension.	5E.3. Students scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools.  Students will utilize Hampton-Brown's EDGE reading series and REWARDS Plus where necessary. Additional instruction will be provided by Vocabulary through Morphemes.  High Level 2 students and students who qualify for waivers will be placed with CAR-PD trained teachers to help develop their reading comprehension skills.	5E.3. Reading Coach Reading Department CAR-PD Trained Teachers Administrators	5E.3. Core reading program assessment Teacher generated assessment	5E.3. FAIR Data Classroom assessments Florida Comprehensive Assessment 2011 Reading Benchmark Assessment Test
4	5E.4. Demonstrated student deficiencies in vocabulary	5E.4. Comprehensive Vocabulary Plan(CVP) will be implemented in content area classes to aide teachers in vocabulary instruction.  Model Teacher Observations Team Teaching	5E.4. Reading Coach Department Heads Administrators	5E.4. Classroom Observation Literacy Checklists Professional Development Continuing Plan of Action Lesson Study Assessment report analysis Review of Student Samples	5E.4. BAT 2 Informal Assessments Data Chats Ongoing Assessments
	5E.5. Students need	5E.5. Participate in school's	5E.5. Reading Coach	5E.5. FAIR	5E.5. Analysis of data

5	more individualized instruction.	<p>"Safety Net" program for individual, differentiated, and small group instruction as well as personal mentoring</p> <p>At-risk students will be enrolled in a school mentor program.</p> <p>Eligible students will be offered the 21st Century/OIC grant programs.</p>	Department Heads Administrators Teachers	School Generated Assessment District Benchmark Data Chats	
6	5E.6. Students need exposure to rigorous course materials and reading selections that offer real world experiences	<p>5E.6. Teachers will participate in monthly PLCs that focus on:</p> <ul style="list-style-type: none"> <li>- CCSS (Shifts/Core Works)</li> <li>- Text Complexity</li> <li>- Differentiated instruction</li> <li>- Lesson Study</li> <li>- Assessments/Standards</li> </ul> <p>Students will participate in school wide Literacy initiatives which include; visiting authors, teleconferences, and presenters.</p>	5E.6. Reading Coach Department Heads Administrators Teachers	5E.6. Classroom Observation Literacy Checklists Monitor Lesson Plans and classroom materials Follow-up	5E.6. Literacy checklist

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NGCARPD	Available to all teachers all levels	District Facilitators Reading Coach	School-wide	Select dates and Professional Study Days  30 face to face hours	Lesson Plans Classroom Observations State generated follow-up portfolio	Reading Coach Administration
Technology & the CCSS PLC	Available to all teachers all levels	SPHS Teachers District Facilitators	School-wide	Professional Study Dates	Lesson Plans Classroom Observations Student generated work	Facilitators Reading Coach Administration Department Heads
Unwrapping and Implementing the CCSS Department PLCs	All grades and subjects	Department Heads Reading Coach HRD Facilitators as needed	School-wide	Monthly by department and on selected ER and Professional Planning dates	Instructional Focus Calendar Lesson Study Lesson Plans Teacher created student assessments	Department Heads Reading Coach Administration
					Lesson Plans	Facilitators

Implementing CCSS in the classroom PLC	Available to all teachers all levels	SPHS Teachers District Facilitators	School-wide	Professional Study Dates	Classroom Observations Student generated work	Reading Coach Administration Department Heads
Instructional Strategies in Practice PLC	Available to all teachers all levels	SPHS Teachers District Facilitators	School-wide	Professional Study Dates	Lesson Plans Classroom Observations Student generated work	Facilitators Reading Coach Administration Department Heads
VALOR Academy PLC	All 9th grade teachers	Academy Director Academy Teachers	9th grade teachers	Monthly meetings or as necessary	Lesson Plans Classroom Observations Student generated work Teacher created student assessments	Academy Director Reading Coach Administration
LANCE Academy PLC	All 10th grade teachers	Academy Director Academy Teachers	10th grade teachers	Monthly meetings as necessary	Lesson Plans Teaching with CCSS Documents Classroom Observations Student generated work Teacher created student assessments	Academy Director Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS Department PLCs	Staff Development Materials	General Fund	\$500.00
PSD PLCs	Staff Development Materials	General Fund	\$300.00
			Subtotal: \$800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Initiatives	Consumables	General Funds	\$2,500.00
Safety Net Tutoring	Teachers Hourly Rates Materials for Teaching	SAC	\$5,000.00
At-Risk Cohort Mentoring	Incentive materials Supplies	SAC	\$1,500.00
			Subtotal: \$9,000.00
			Grand Total: \$9,800.00

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			The percent of students achieving a level of proficiency in listening and speaking will increase by 7%.(5)		
2012 Current Percent of Students Proficient in listening/speaking:					
2012 Current Percent of Students Proficient in Listening/Speaking: 15% (13)					
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 not having access to language lab – Teachers not understanding students' language classifications.	Develop PLCs for teachers to address ESOL language classifications – Develop assessment to mirror CELLA test – Effective use of ESOL instructional strategies – Use of bilingual dictionaries in classroom	Administrator and ESOL Contact	Teacher Observation – Teacher evaluation	Teacher Test - CELLA
2	Classroom assessments not addressing CELLA style	Develop assessment to mirror CELLA test – Effective use of ESOL instructional strategies	Administrator and ESOL Contact	Teacher Observation – Teacher evaluation	Teacher Test - CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			The percent of students achieving a level of proficiency in reading will increase by 7% (5)		
2012 Current Percent of Students Proficient in reading:					
2012 Current Percent of Students Proficient in Reading: 9% (8)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not having access to language/reading lab		Administrator/Reading Coach/ ESOL Contact	Teacher Observation – Teacher evaluation	Teacher Test - CELLA
	Teachers not understanding students' language classification.	Develop PLCs for teachers to understand language classifications and learn how to effectively teach reading to	: Administrator/Reading Coach/ ESOL Contact	Teacher Observation – Teacher Evaluation	Teacher Test - CELLA

2		ELLs.Develop assessment to mirror CELLA test – Effective use of ESOL instructional strategies – Use of supplemental reading materials- Use of bilingual dictionaries in classroom			
3	Classroom assessments not addressing CELLA style.	Develop PLCs for teachers to learn how to Develop assessment to mirror CELLA test.	Administrator/Reading Coach/ ESOL Contact	Teacher Observation – Teacher evaluation	Teacher Test - CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			The percent of students achieving proficiency level in Writing will increase by 7%. (5)		
2012 Current Percent of Students Proficient in writing:					
2012 Current Percent of Students Proficient in Writing is 4% (4)					
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 not given enough opportunity to write in class to ensure that students master the skills.	Lessons study with teacher where ELLs are clustered – Develop writing models for students.	Administrator/ ESOL Contact	Teacher Observation/Teacher evaluation	Teacher Test - CELLA

CELLA 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 CELLA Goals*

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## Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	By June 2013, at least 44% of students who qualify to take the FAA ( students with significant cognitive disabilities ) will achieve a level 4,5, or 6 on the FAA High School Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.2% ( 7 )	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	Students have weak skill sets in prior math alternate sunshine state standards.  Retention of previously taught math concepts is not evident.	Use hands on manipulatives to address weak skill sets in math alternate sunshine state standards.  Use Touch Math curriculum to work with students at their varying levels of ability.	Sarah Samuels, Program Specialist for ESE assigned to SPHS  Wendy Barnes, PASS	Progress Monitoring  IEP Goals	Touch Math Curriculum  Pre and Post testing of skills  Teacher generated assessments

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	By June 2013, at least 13% of students who qualify to take the FAA ( students with significant cognitive disabilities ) will achieve a level 7 or higher on the FAA High School Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.8% ( 2 )	13%

### 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	The new expected skill set for the math sunshine state standards is at a very high level of thinking for students who are cognitively impaired.	Break down and reteach the higher order questions.  Make the higher order questions more relevant.  Real world application problems.	Sarah Samuels, Program Specialist for ESE assigned to SPHS  Wendy Barnes, PASS	Progress Monitoring  IEP Goals	Pre and Post testing of skills  Teacher generated assessments



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. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	By June 2013, at least 43% of students who qualify to take the FAA ( students with significant cognitive disabilities ) will make learning gains on the FAA High School Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.3% ( 6 )	43%

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 have weak skill sets in prior math alternate sunshine state standards.  Retention of previously taught math concepts is not evident.	Use hands on manipulatives to address weak skill sets in math alternate sunshine state standards.  Use Touch Math curriculum to work with students at their varying levels of ability.	Sarah Samuels, Program Specialist for ESE assigned to SPHS  Wendy Barnes, PASS Progress Monitoring	Progress Monitoring  IEP Goals	Touch Math Curriculum  Pre and Post testing of skills  Teacher generated assessments

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

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	By June 2013, at least 50% of students enrolled in an Algebra 1 or equivalent course will achieve a level 3 on the Algebra End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.9% (213)	50%

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
	Teachers infusing effective delivery methods that address the needs of all learners.	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Departmental Professional development that focuses on:	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson

1		<ul style="list-style-type: none"> <li>-Delivery Methods</li> <li>-Text Complexity</li> <li>-Differentiated Instruction</li> <li>-Lesson Study</li> <li>-Assessments/Standards</li> </ul> <p>Each department will support the instructional focus benchmarks/CCS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.</p>			Plans
2	1.1. Students' familiarity with Algebra I EOC style questions.	<p>1.1. Teachers will incorporate higher level questioning techniques in lessons and assessments.</p> <p>In addition, teachers of students in Algebra I or equivalent courses will develop assessments written in Algebra I EOC format.</p>	<p>Algebra Teachers</p> <p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	<p>1.1. The math department co-chairs and administration will monitor the usage of higher order questions during classroom observations.</p> <p>The math department co-chairs will monitor assessments to ensure that higher order questions are utilized and that assessments are written in Algebra I EOC format.</p>	1.1. We will use classroom observations, lesson plans, and classroom assessments
3	1.2. Teachers' familiarity with Algebra I EOC test item specifications.	<p>1.2. Teachers will be given a binder with Algebra I EOC test item specs.</p> <p>Teachers will be given Algebra I EOC mini assessments to administer to their students monthly.</p> <p>Algebra I teachers will meet in monthly PLC's to analyze the test item specifications and make sure their instruction is aligned to the test item specifications.</p>	<p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	1.2. The math department co-chairs will meet with Algebra I teachers to model how to use the Algebra I EOC binder, which includes Algebra I EOC test item specifications, EOC practice tests, and EOC practice worksheets.	1.2. We will use classroom observations, lesson plans, and classroom assessments
4	1.3 Teachers knowledge of how to use data to differentiate classroom instruction. .	1.3. Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.	<p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	1.3. The math department co-chairs will hold data chats and conduct professional development sessions with the Algebra I teachers to assist them in planning differentiated instruction.	1.3. We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra BAT 2 scores and Algebra Mini Assessments scores.
5	1.4 Students' familiarity with the computer based format of the Algebra I EOC test.	<p>1.4 Teachers of students in Algebra I or its equivalent will utilize the laptop carts at least once a month.</p> <p>Students will be trained on the EPat, as well as take Algebra I EOC practice tests on the laptops.</p> <p>Students will also use the</p>	<p>Algebra Teachers</p> <p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	1.4 The math department co-chairs will meet with Algebra I teachers during their PLC's monthly. The math department co-chairs will ensure the teachers train their students on the EPat, as well as utilize the laptop carts at least monthly for computerized Algebra I EOC practice tests.	1.4 We will use classroom observations, lesson plans, and classroom assessments.

		laptops to integrate technology into the Algebra I lessons.			
6	1.5 Students need more individualized instruction and remediation	1.5 Students can attend our "Safety Net" Algebra EOC tutoring sessions after school.	Algebra Teachers who are running the after school Algebra EOC tutoring sessions.  Tracie Casserly, Dustin Major Math Dept. Co-Chairs  Michelle Llinas, Assistant Principal	1.5 Students who are attending the Algebra EOC after school sessions will sign in at each session. Algebra teachers who are running the tutoring sessions will communicate with the students' primary Algebra teacher to ensure that students' needs are being met.	1.5 We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra BAT 2 scores and Algebra Mini Assessments scores.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	By June 2013, at least 15% of students enrolled in an Algebra 1 or equivalent course will achieve a level 4 or 5 on the Algebra End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.8% ( 63 )	15%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited rigor in some academic courses (diminishing the available challenge to students)	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and monthly Professional development PLCs that focus on: - Shifts (CCSS) - Text Complexity - Differentiated Instruction - Lesson Study Assessments/Standards	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies with greater rigor are implemented. Classroom Observations	Bat 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans
2	2.1 Students' familiarity with Algebra I EOC test style questions.	2.1. Teachers will incorporate higher level questioning techniques in lessons and assessments.  Teachers will incorporate the standardized test preparation and NGSSS practice exercises provided in the new textbooks.  Teachers of Algebra I or its equivalent will also develop assessments written in Algebra I EOC	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal  Algebra Teachers	2.1. The math dept. co-chairs head will meet with teachers to model how to use the Algebra I EOC binder, which includes test item specs., EOC practice tests, as well as worksheets as part of their curriculum.  The math dept. co-chairs and administration will monitor the Algebra I EOC camp instruction.	2.1. We will use classroom observations, lesson plans, and classroom assessments

		format.  In addition, teachers of upper level students will utilize a SAT/ACT problem of the day.			
3	2.2 Students' familiarity with the computer based format of the Algebra I EOC test.	2.2 Teachers of students in Algebra I or its equivalent will utilize the laptop carts at least once a month.  Students will be trained on the EPat, as well as take Algebra I EOC practice tests on the laptops.  Students will also use the laptops to integrate technology into the Algebra I lessons.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal  Algebra Teachers	2.2 The math dept. co-chairs will meet with Algebra I teachers during their PLC's monthly. The math dept. co-chairs will ensure the teachers train their students on the EPat, as well as utilize the laptop carts at least monthly for computerized Algebra I EOC practice tests.	2.2 We will use classroom observations, lesson plans, and classroom assessments
4	2.3 Teachers knowledge of how to use data to differentiate classroom instruction.	2.3 Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	2.3 The math dept. co-chairs will hold data chats and conduct professional development sessions with the teachers to assist them in planning differentiated instruction.	2.3 We will use classroom observations, lesson plans, and classroom assessments. We will also use monthly Algebra I EOC Mini-Assessments and Algebra I EOC BAT II scores.
5	2.4. Teachers familiarity with Algebra I EOC test item specifications.	2.4 Teachers will be given a binder with Algebra I EOC test item specs.  Teachers will be given Algebra I EOC mini assessments to administer to their students monthly.  Algebra I teachers will meet in monthly PLC's to analyze the test item specifications and make sure their instruction is aligned to the test item specifications.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	2.4 The math dept. co-chairs will meet with Algebra I teachers to model how to use the Algebra I EOC binder, which includes Algebra I EOC test item specifications, EOC practice tests, and EOC practice worksheets.	2.4 We will use classroom observations, lesson plans, and classroom assessments
6	2.5. Students need more individualized instruction and remediation	2.5. Students can attend our "Safety Net" Algebra EOC tutoring sessions after school.	Algebra Teachers who are running the after school Algebra EOC tutoring sessions.  Tracie Casserly, Dustin Major Math Dept. Co-Chairs Michelle Llinas, Assistant Principal	2.5. Students who are attending the Algebra EOC after s school sessions will sign in at each session. Algebra teachers who are running the tutoring sessions will communicate with the students' primary Algebra teacher to ensure that students' needs are being met. 1.5 We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra BAT 2 scores and Algebra Mini Assessments scores.	2.5 We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra BAT 2 scores and Algebra Mini Assessments scores.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3B:</p>	<p>By June 2013, all subgroups will DECREASE the % NOT making satisfactory progress by approximately 4 percentage points.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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<p>% by subgroup NOT making satisfactory progress in Algebra:</p> <p>White: 22.4% (24)          Black: 61.8% (149)          Hispanic: 46.1% (77)          Asian: 40% (4)          Indian: 66.7% (2)</p>	<p>% by subgroup NOT making satisfactory progress in Algebra:</p> <p>White: 18%          Black: 58%          Hispanic: 42%          Asian: 36%          Indian: 63%</p>
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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	<p>3B.1            White: Students' knowledge of mathematical concepts assessed on the Algebra I EOC.            Black: Students' knowledge of mathematical concepts assessed on the Algebra I EOC.            Hispanic: Students' knowledge of mathematical concepts assessed on the Algebra I EOC.            Asian: Students' knowledge of mathematical concepts assessed on the Algebra I EOC.            American Indian: Students' knowledge of mathematical concepts assessed on the Algebra I EOC.</p>	<p>3B.1            All Algebra I or equivalent students will be learning the mathematical concepts on the Algebra I EOC in their math class.</p> <p>Algebra I and equivalent teachers will follow the IFC and make sure to align their teaching to the Algebra I EOC Test Item Specs.</p>	<p>Algebra Teachers            Tracie Casserly and Dustin Major, Math co-dept. chairs            Michelle Llinas, Assistant Principal</p>	<p>3B.1. The math dept. co-chairs will meet with Algebra I teachers at least monthly in PLC's.</p> <p>The teachers will share in the PLC's their best practices and make sure they are on pace with the IFC.</p>	<p>3B.1. Algebra I Mini Assessments, Algebra I BAT II scores, Algebra I EOC scores, and classroom assessments</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:

<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3C:</p>	<p>By June 2013, the percent of ELL students NOT making satisfactory progress in Algebra will decrease by approximately 6 percentage points.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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86.4% (19)	80%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C. Teachers knowledge of how to use data and instructional resources to differentiate classroom instruction.	3C. Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction. Materials such as the Algebra I EOC binder and various websites will help them meet the needs of all learners. The SPHS Math Literacy binder will be used to integrate reading strategies into the instruction to enable the ELL to be more successful. In addition, teachers will utilize supplementary mathematics resources by AGS (provided by SBBC) specifically geared towards the ELL subgroup.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	3C. The math dept. co-chairs will hold data chats and conduct professional development sessions with the teachers to assist them in planning differentiated instruction. Staff development will be given to further familiarize teachers with effective ESOL strategies, the Algebra EOC binder, and the SPHS Math Literacy binder.	3C. We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra I Mini Assessments and Algebra I EOC BAT II results.
2	3C.2. Appropriate utilization of ESOL support strategies in Algebra classes	3C.2. Algebra teachers will be offered professional development in implementing effective ESOL strategies within their curriculum.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	3C.2. Monitoring of lesson plans, student data chats	3C.2. Data Chats, Analysis of Data gathered from the student assessments

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	By June 2013, the % of Students with Disabilities NOT making satisfactory progress in Algebra will decrease by approximately 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74.6% (47)	70%

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
	3D. Teachers knowledge of how to use data and instructional resources to differentiate classroom instruction.	3D. Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	3D. The math dept. co-chairs will hold data chats and conduct professional development sessions with the teachers to assist them in planning differentiated	3D. We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra

1		<p>Materials such as the Algebra I EOC binder and various websites will help them meet the needs of all learners.</p> <p>Teachers will attend county level workshops on research based learning strategies in Mathematics specifically geared towards ESE students.</p> <p>Teachers will also collaborate with the ESE department regarding accommodations available for ESE students.</p>	Lori Carlson, ESE Specialist	<p>instruction.</p> <p>Staff development will be given to further familiarize teachers with effective ESE strategies, the Algebra I EOC binder, and the SPS Math Literacy binder.</p>	I Mini Assessments and Algebra I EOC BAT II results
2	3D.2. Students knowledge of basic mathematical skills.	3D.2. After administering the TOMA-2 assessment to students, support facilitators will conduct pull out sessions to remediate skills. In addition, support facilitators will collaborate with general education teachers on student's mathematical progress. Students will be given an opportunity to attend Algebra I EOC camp after school for additional assistance with higher order questions and the format of the Algebra I EOC.	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p> <p>Lori Carlson, ESE Specialist</p> <p>Gigi Kean, Support Facilitator</p> <p>Benay Jones, Support Facilitator</p> <p>Math Teachers</p>	3D.2. The support facilitators will implement a weekly pull-out schedule to target mathematics skills that are areas of weakness for students. The math dept. co-chairs, administration, and math teachers will monitor the instruction provided at Algebra I EOC camp.	3D.2. TOMA-2 Retest, Algebra I EOC Mini Assessments, Algebra I EOC BAT II, lesson plans, and classroom assessments
3	3D.3. Students ability to recall mathematics vocabulary and processes.	3D.3. The SPS Math Literacy binder will be used to integrate reading strategies into the instruction to enable the ESE students to be more successful with mathematics vocabulary. Support facilitators will conduct pullout sessions with ESE students and collaborate with their respective teachers on various techniques to improve recall of vocabulary and processes such as mnemonics, cue cards for processes, etc.	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p> <p>Lori Carlson, ESE Specialist</p> <p>Gigi Kean, Support Facilitator</p> <p>Benay Jones, Support Facilitator</p> <p>Math Teachers</p>	3D.3. The support facilitators will implement a weekly pull-out schedule to target mathematics skills that are areas of weakness for students. The math dept. co-chairs, administration, and math teachers will monitor the instruction provided at Algebra I EOC camp.	3D.3. Algebra I EOC Mini Assessments, Algebra I EOC BAT II, lesson plans, and classroom assessments

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	By June 2013, the % of Economically Disadvantaged students NOT make satisfactory progress in Algebra will decrease by approximately 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.8% (200)	50%

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	3E.1. Students need more individualized instruction and remediation	3E.1. Students can attend our "Safety Net" Algebra EOC tutoring sessions after school. Algebra Teachers who are running the after school	Algebra Teachers who are running the after school Algebra EOC tutoring sessions.  Tracie Casserly, Dustin Major Math Dept. Co-Chairs  Michelle Llinas, Assistant Principal	3E.1. Students who are attending the Algebra EOC after school sessions will sign in at each session. Algebra teachers who are running the tutoring sessions will communicate with the students' primary Algebra teacher to ensure that students' needs are being met.	3E.1. We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra BAT 2 scores and Algebra Mini Assessments scores.
2	3E.2. Students may not have transportation to attend the after school "Safety Net" Algebra EOC tutoring sessions.	Provide transportation to Economicaly Disadvantaged students so that they may attend the "Safety Net" Algebra EOC after school tutoring sessions.	Tracie Casserly, Dustin Major Math Dept. Co-Chairs  Michelle Llinas, Assistant Principal	3E.2. Score analysis, as well as review of data correlating tutoring attendance with Algebra EOC mini-assessments and BAT 2 results	3E.2. We will use classroom observations, lesson plans, and classroom assessments. We will also use Algebra BAT 2 scores and Algebra Mini Assessments scores.

End of Algebra EOC Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	By June 2013, at least 40% of students enrolled in Geometry will achieve a level 3 on the Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34.9% (152)	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
	Teachers infusing effective delivery methods that address the needs of all learners.	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Departmental Professional development that focuses on: - Delivery Methods - Text Complexity	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans



1		<p>-Differentiated Instruction</p> <p>-Lesson Study</p> <p>- Assessments/Standards</p> <p>Each department will support the instructional focus benchmarks/CCS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.</p>			
2	1.1. Students' familiarity with Geometry EOC style questions.	<p>1.1. Teachers will incorporate higher level questioning techniques in lessons and assessments.</p> <p>In addition, teachers of students in Geometry will develop assessments written in Geometry EOC format.</p>	<p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	<p>1.1. The math department co-chairs and administration will monitor the usage of higher order questions during classroom observations.</p> <p>The math department co-chairs will monitor assessments to ensure that higher order questions are utilized and that assessments are written in Geometry EOC format.</p>	1.1. We will use classroom observations, lesson plans, and classroom assessments
3	1.2. Teachers' familiarity with Geometry EOC test item specifications.	<p>1.2. Teachers will be given a binder with Geometry EOC test item specs.</p> <p>Teachers will be given Geometry EOC mini assessments to administer to their students monthly.</p> <p>Geometry teachers will meet in monthly PLC's to analyze the test item specifications and make sure their instruction is aligned to the test item specifications.</p>	<p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	1.2. The math department co-chairs will meet with Geometry teachers to model how to use the Geometry EOC binder, which includes Geometry EOC test item specifications, EOC practice tests, and EOC practice worksheets.	1.2. We will use classroom observations, lesson plans, and classroom assessments
4	1.3 Teachers knowledge of how to use data to differentiate classroom instruction. .	1.3. Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.	<p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	1.3. The math department co-chairs will hold data chats and conduct professional development sessions with the Geometry teachers to assist them in planning differentiated instruction.	1.3. We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry BAT 2 scores and Geometry Mini Assessments scores.
5	1.4 Students' familiarity with the computer based format of the Geometry test.	<p>1.4 Teachers of students in Geometry will utilize the laptop carts at least once a month.</p> <p>Students will be trained on the EPat, as well as take Geometry EOC practice tests on the laptops.</p>	<p>Geometry Teachers</p> <p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	<p>1.4 The math department co-chairs will meet with Geometry teachers during their PLC's monthly.</p> <p>The math department co-chairs will ensure the teachers train their students on the EPat, as well as utilize the</p>	1.4 We will use classroom observations, lesson plans, and classroom assessments.

		Students will also use the laptops to integrate technology into the Geometry lessons.		laptop carts at least monthly for computerized Geometry EOC practice tests.	
6	1.5 Students need more individualized instruction and remediation	1.5 Students can attend our "Safety Net" Geometry EOC tutoring sessions after school.	Geometry Teachers who are running the after school Geometry EOC tutoring sessions.  Tracie Casserly, Dustin Major Math Dept. Co-Chairs  Michelle Llinas, Assistant Principal	1.5 Students who are attending the Geometry EOC after school sessions will sign in at each session. Geometry teachers who are running the tutoring sessions will communicate with the students' primary Geometry teacher to ensure that students' needs are being met.	1.5 We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry BAT 2 scores and Geometry Mini Assessments scores.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	By June 2013, at least 33% of students enrolled in Geometry will achieve a level 4 or 5 on the Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.3% (123)	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited rigor in some academic courses (diminishing the available challenge to students)	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and monthly Professional development PLCs that focus on: - Shifts (CCSS) - Text Complexity - Differentiated Instruction - Lesson Study Assessments/Standards	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies with greater rigor are implemented. Classroom Observations	Bat 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans
2	2.1 Students' familiarity with Geometry EOC test style questions.	2.1. Teachers will incorporate higher level questioning techniques in lessons and assessments.  Teachers will incorporate the standardized test preparation and NGSSS practice exercises provided in the new textbooks.  Teachers of Geometry	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal  Algebra Teachers	2.1. The math dept. co-chairs head will meet with teachers to model how to use the Geometry EOC binder, which includes test item specs., EOC practice tests, as well as worksheets as part of their curriculum.  The math dept. co-chairs and administration will monitor the Geometry	2.1. We will use classroom observations, lesson plans, and classroom assessments

		<p>will also develop assessments written in Geometry EOC format.</p> <p>In addition, teachers of upper level students will utilize a SAT/ACT problem of the day.</p>		EOC camp instruction.	
3	2.2 Students' familiarity with the computer based format of the Geometry EOC test.	<p>2.2 Teachers of students in Geometry will utilize the laptop carts at least once a month.</p> <p>Students will be trained on the EPat, as well as take Geometry EOC practice tests on the laptops.</p> <p>Students will also use the laptops to integrate technology into the Geometry lessons.</p>	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p> <p>Algebra Teachers</p>	2.2 The math dept. co-chairs will meet with Geometry teachers during their PLC's monthly. The math dept. co-chairs will ensure the teachers train their students on the EPat, as well as utilize the laptop carts at least monthly for computerized Geometry EOC practice tests.	2.2 We will use classroom observations, lesson plans, and classroom assessments
4	2.3 Teachers knowledge of how to use data to differentiate classroom instruction.	2.3 Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p>	2.3 The math dept. co-chairs will hold data chats and conduct professional development sessions with the teachers to assist them in planning differentiated instruction.	2.3 We will use classroom observations, lesson plans, and classroom assessments. We will also use monthly Geometry EOC Mini-Assessments and Geometry EOC BAT II scores.
5	2.4. Teachers familiarity with Geometry EOC test item specifications.	<p>2.4 Teachers will be given a binder with Geometry EOC test item specs.</p> <p>Teachers will be given Geometry EOC mini assessments to administer to their students monthly.</p> <p>Geometry teachers will meet in monthly PLC's to analyze the test item specifications and make sure their instruction is aligned to the test item specifications.</p>	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p>	2.4 The math dept. co-chairs will meet with Geometry teachers to model how to use the Geometry EOC binder, which includes Geometry EOC test item specifications, EOC practice tests, and EOC practice worksheets.	2.4 We will use classroom observations, lesson plans, and classroom assessments
6	2.5. Students need more individualized instruction and remediation	2.5. Students can attend our "Safety Net" Geometry EOC tutoring sessions after school.	<p>Geometry Teachers who are running the after school Geometry EOC tutoring sessions.</p> <p>Tracie Casserly, Dustin Major Math Dept. Co-Chairs</p> <p>Michelle Llinas, Assistant Principal</p>	2.5. Students who are attending the Geometry EOC after school sessions will sign in at each session. Geometry teachers who are running the tutoring sessions will communicate with the students' primary Geometry teacher to ensure that students' needs are being met.	2.5 We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry BAT 2 scores and Geometry Mini Assessments scores.

Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	By June 2013, all subgroups will DECREASE the % NOT making satisfactory progress by approximately 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
% of students by subgroup NOT making satisfactory progress in Geometry:  White: 24% (30) Black: 52.9% (90) Hispanic: 29.8% (36) Asian: 22.2% (2) Indian: 33.3% (1)	% of students by subgroup NOT making satisfactory progress in Geometry:  White: 20% Black: 49% Hispanic: 26% Asian: 18% Indian: 29%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B. White: Students' knowledge of mathematical concepts assessed on the Geometry EOC. Black: Students' knowledge of mathematical concepts assessed on the Geometry EOC. Hispanic: Students' knowledge of mathematical concepts assessed on the Geometry EOC. Asian: Students' knowledge of mathematical concepts assessed on the Geometry EOC. American Indian: Students' knowledge of mathematical concepts assessed on the Geometry EOC.	3B. All Geometry will be learning the mathematical concepts on the Geometry EOC in their math class.  Geometry teachers will follow the IFC and make sure to align their teaching to the Geometry EOC Test Item Specs.	Geometry Teachers  Tracie Casserly and Dustin Major, Math co-dept. chairs  Michelle Llinas, Assistant Principal	3B. . The math dept. co-chairs will meet with Geometry teachers at least monthly in PLC's.  The teachers will share in the PLC's their best practices and make sure they are on pace with the IFC.	3B. Geometry Mini Assessments, Geometry BAT II scores , Geometry EOC scores, and classroom assessments

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	By June 2013, the % of ELL students NOT making satisfactory progress in Geometry will decrease by about 4 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
% of ELL students NOT making satisfactory progress in Geometry: 66.7% (8)	% of ELL students NOT making satisfactory progress in Geometry: 63%

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	3C. Teachers knowledge of how to use data and instructional resources to differentiate classroom instruction.	3C. Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.  Materials such as the Geomery EOC binder and various websites will help them meet the needs of all learners.  The SPHS Math Literacy binder will be used to integrate reading strategies into the instruction to enable the ELL to be more successful.  In addition, teachers will utilize supplementary mathematics resources by AGS (provided by SBBC) specifically geared towards the ELL subgroup.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	3C. The math dept. co-chairs will hold data chats and conduct professional development sessions with the teachers to assist them in planning differentiated instruction.  Staff development will be given to further familiarize teachers with effective ESOL strategies, the Geometry EOC binder, and the SPHS Math Literacy binder.	3C. We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry Mini Assessments and Geometry EOC BAT II results.
2	3C.2. Appropriate utilization of ESOL support strategies in Geometry classes	3C.2. Geometry teachers will be offered professional development in implementing effective ESOL strategies within their curriculum.	Tracie Casserly and Dustin Major, Math dept. co-chairs  Michelle Llinas, Assistant Principal	3C.2. Monitoring of lesson plans, student data chats assessments	3C.2. Data Chats, Analysis of Data gathered from the student assessments

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	By June 2013, the % of SWD students NOT making satisfactory progress in Geometry will decrease by approximately 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
% of SWD students NOT making satisfactory progress in Geometry: 73.9% (17)	% of SWD students NOT making satisfactory progress in Geometry: 70%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3D. Teachers knowledge of how to use data and instructional resources to differentiate classroom instruction.	<p>3D. Utilize data from Virtual Counselor, BEEP, and school based professional development to differentiate classroom instruction.</p> <p>Materials such as the Algebra I EOC binder and various websites will help them meet the needs of all learners.</p> <p>Teachers will attend county level workshops on research based learning strategies in Mathematics specifically geared towards ESE students.</p> <p>Teachers will also collaborate with the ESE department regarding accommodations available for ESE students.</p>	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p> <p>Lori Carlson, ESE Specialist</p>	<p>3D. The math dept. co-chairs will hold data chats and conduct professional development sessions with the teachers to assist them in planning differentiated instruction.</p> <p>Staff development will be given to further familiarize teachers with effective ESE strategies, the Geometry EOC binder, and the SPS Math Literacy binder.</p>	3D . We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry Mini Assessments and Geometry EOC BAT II results
2	3D.2. Students knowledge of basic mathematical skills.	<p>3D.2. After administering the TOMA-2 assessment to students, support facilitators will conduct pull out sessions to remediate skills.</p> <p>In addition, support facilitators will collaborate with general education teachers on student's mathematical progress.</p> <p>Students will be given an opportunity to attend Geometry EOC camp after school for additional assistance with higher order questions and the format of the Geometry EOC.</p>	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p> <p>Lori Carlson, ESE Specialist</p> <p>Gigi Kean, Support Facilitator</p> <p>Benay Jones, Support Facilitator</p> <p>Math Teachers</p>	<p>3D.2. The support facilitators will implement a weekly pull-out schedule to target mathematics skills that are areas of weakness for students. The math dept. co-chairs, administration, and math teachers will monitor the instruction provided at Geometry EOC camp.</p>	3D.2. TOMA-2 Retest, Geometry EOC Mini Assessments, Geometry EOC BAT II, lesson plans, and classroom assessments
3	3D.3. Students ability to recall mathematics vocabulary and processes.	<p>3D.3. The SPS Math Literacy binder will be used to integrate reading strategies into the instruction to enable the ESE students to be more successful with mathematics vocabulary. Support facilitators will conduct pullout sessions with ESE students and collaborate with their respective teachers on various techniques to improve recall of vocabulary and</p>	<p>Tracie Casserly and Dustin Major, Math dept. co-chairs</p> <p>Michelle Llinas, Assistant Principal</p> <p>Lori Carlson, ESE Specialist</p> <p>Gigi Kean, Support Facilitator</p> <p>Benay Jones, Support Facilitator</p>	<p>3D.3. The support facilitators will implement a weekly pull-out schedule to target mathematics skills that are areas of weakness for students. The math dept. co-chairs, administration, and math teachers will monitor the instruction provided at Geometry EOC camp.</p>	3D.3. Geometry EOC Mini Assessments, Geometry EOC BAT II, lesson plans, and classroom assessments

	processes such as mnemonics, cue cards for processes, etc.	Math Teachers	
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	By June 2013, the % of Economically Disadvantaged students NOT making satisfactory progress in Geometry will decrease by approximately 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
% of Economically Disadvantaged students NOT making satisfactory progress in Geometry:  45.1% (125)	% of Economically Disadvantaged students NOT making satisfactory progress in Geometry:  41%

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	3E.1. Students need more individualized instruction and remediation	3E.1. Students can attend our "Safety Net" Geometry EOC tutoring sessions after school.	Geometry Teachers who are running the after school Geometry EOC tutoring sessions.  Tracie Casserly, Dustin Major Math Dept. Co-Chairs  Michelle Llinas, Assistant Principal	3E.1. Students who are attending the Geometry EOC after s school sessions will sign in at each session. Geometry teachers who are running the tutoring sessions will communicate with the students' primary Geometry teacher to ensure that students' needs are being met.	3E.1. We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry BAT 2 scores and Geometry Mini Assessments scores.
2	3E.2. Students may not have transportation to attend the after school "Safety Net" Geometry EOC tutoring sessions.	3E.2. Provide transportation to Economically Disadvantaged students so that they may attend the "Safety Net" Geometry EOC after school tutoring sessions.	Tracie Casserly, Dustin Major Math Dept. Co-Chairs  Michelle Llinas, Assistant Principal	3E.2. Score analysis, as well as review of data correlating tutoring attendance with Geometry EOC mini-assessments and BAT 2 results	3E.2. We will use classroom observations, lesson plans, and classroom assessments. We will also use Geometry BAT 2 scores and Geometry Mini Assessments scores.

*End of Geometry EOC Goals*

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

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

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

Algebra PLC	Algebra, Algebra 1A	Jon Major	Algebra teachers, Algebra 1A teachers	Early release days, Prof. Study Days, common planning	Teacher surveys, sign in sheets, and reports	Major, Math dept. co-chairs Michelle Llinas, Assistant Principal
Advanced Math PLC	Algebra II, Analysis of Functions, Integrated Math III, Math for College Readiness, Calculus, Statistics	Francine Holmes	Advanced Math teachers	Early release days, Prof. Study Days, common planning	Teacher surveys, sign in sheets, and reports	Tracie Casserly and Dustin Major, Math dept. co-chairs Michelle Llinas, Assistant Principal
Geometry PLC	Geometry	Terrell Green	Geometry teachers	Early release days, Prof. Study Days, common planning	Teacher surveys, sign in sheets, and reports	Tracie Casserly and Dustin Major, Math dept. co-chairs Michelle Llinas, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
"Safety Net" after school tutoring sessions for the Algebra and Geometry EOC's	Algebra and Geometry teachers' time after school	SAC Accountability Funds	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use laptop carts to allow students to practice with computer based testing. Use laptop carts to train students on EPAT for Algebra and Geometry EOC's.	Two laptop carts	Teaching Algebra with Technology Grant, awarded in 2011-2012 to two Algebra teachers	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Algebra and Geometry PLC's	EOC test item specs. EOC practice tests EOC online computer based practice	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1:



2012 Current Level of Performance:		2013 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

1. Students scoring at Achievement Level 3 in Biology.		By June 2013, 40% of students meeting criteria for the FLDOE Accountability Rule will demonstrate level 3 proficiency in Biology on the Biology End Of Course (EOC) Examination.		
Biology Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
35%		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	Bubble students (on the cusp of a level 3) slipping to a lower level especially due to on-line testing format.	Align Content area curriculum for Bubble students (240-245 for 9th grade and 245-250 for 10th grade students on the 2012 FCAT reading test ) utilizing reading and differentiated Instruction strategies. Teachers will be trained through PLCs on strategies for incorporating online reading projects into classroom lessons and enhancement.  Additionally, these students will be included in a mentor program for at-risk students.	Reading Coach Department Heads Administrators Reading Coach Content Area Teachers	Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Monitor and evaluate student performance on Benchmark Assessment Test. Evaluate student achievement data utilizing the FAIR.	Review of student work/performance using Lesson Study during Fall Professional Development Monitor and evaluate student performance on Benchmark Assessment Test and FAIR.
2	Teachers infusing effective delivery methods that address the needs of all learners.	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Departmental Professional development that focuses on: - Delivery Methods - Text Complexity - Differentiated Instruction - Lesson Study - Assessments/Standards Each department will support the instructional focus benchmarks/CCS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation Literacy Checklists	BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom walkthroughs Teacher Lesson Plans
3	1.1. Insufficient amounts of textbooks for all students and students unfamiliar with online testing procedures.	1.1.a Digital copies of books are made available as well as supplemental resources available through BEEP.	1.1. Michelle Lineas (Science AP); Carey Holder (Science Dept. Chair, Elisabeth Jacobi, Science Dept. Chair)	1.1. Review of student sample work within same subject areas to note alignment; assessment reviews conducted in the same manner.	1.1. Assessments, lesson plan review, computer trainings
	1.2. Mastery of new science state standards (NGSSS) through differentiated instruction	1.2.a Discuss and implement unwrapping new benchmarks 1.2.b Develop comprehensive Biology EOC curriculum	1.2. Michelle Lineas (Science AP); Carey Holder (Science Dept. Chair, Elisabeth Jacobi, Science	1.2. During common planning, professional study days PLC, teachers will review and analyze post assessment to	1.2. Teacher-made common assessments in Biology; District Benchmark assessment Test

4		binder/Secondary IFC to continuously spiral content and streamline pacing 1.2.c Assess and re-teach using different methods  such as cooperative learning, student tutors, and team teaching	Dept. Chair)	determine effectiveness. Teachers will collaborate on evaluating new item specifications for Biology End of Course Exam Monthly data chats between Science Coach –Teacher(s) and Teacher - Student	(BAT I & II) and Final Exam, common board configuration via Classroom observations teacher survey
5	1.3. Insufficient interactive activities, labs and demonstrations to differentiate instruction with real-world connection	1.3.a Create repository of engaging lessons/labs following 5E Model 1.3.b Teachers will follow with fidelity district IFC	1.3. Michelle Lineas (Science AP); Carey Holder (Science Dept. Chair,	1.3. Graphic organizers, student product samples, best-practice sharing during department meetings and PLCs	1.3. Mini-assessments, teacher-made formal assessments, lab schedule from teacher, classroom observations

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	By June 2013, to enroll 20% of the biology students into EOC tutoring sessions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%	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	Insufficient transportation for students who stay after school.	Request that activity buses be provided by the district for those students living outside of 2 miles from the campus.	Michelle Lineas (Science AP); Carey Holder (Science Dept. Chair, Elisabeth Jacobi, Science Dept. Chair)	Communications with tutoring providers to document attendance of EOC tutoring students.	Students who attend tutoring sessions will perform better on classroom assessments, and receive a 3 or higher on EOC.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology EOC	9-10 grade	Carey Holder	Biology Teachers	Early release, common planning, and PSD days.	Teacher surveys, sign in sheets, and reports	Carey Holder & Elisabeth Jacobi

Chemistry	10-12	James Overfield	Chemistry Teachers	Early release, common planning, and PSD days.	Teacher surveys, sign in sheets, and reports	Carey Holder & Elisabeth Jacobi
Science Lab Best Practices	9-12	Elisabeth Jacobi	All science teachers	Early release, common planning, and PSD days.	Teacher surveys, sign in sheets, and reports.	Carey Holder & Elisabeth Jacobi

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:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Percent of students scoring at achievement level 3.0 and higher in writing will increase 2% on the 2013 FCAT Writes 2.0.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
83% (448)		85%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Inconsistency in regard to analyzing the writing prompt and planning before composing the essay.	Offer PD in regard to analyzing the writing prompt at the beginning of the year.	Reading Coach Department Head Administrator	Teachers will follow the District IFC for Writing  Teachers' will model effective planning	Meet with teachers to discuss effectiveness and to provide feedback bi-

				strategies with the students on a daily bases.	monthly.
2	2.1 Students are inconsistent when elaborating in an essay.	2.1 Continuing offering English teachers monthly PD on elaboration	2.1 Reading Coach Department Head Administrator	2.1 Teachers will model examples of effective elaboration techniques for students.	2.1 Meet with teachers to discuss effectiveness and to provide feedback monthly.
3	3.1 Lack of student motivation in regard to revising writing assignments	3.1 Teachers will conference with students weekly to inform students of their writing process	3.1 Reading Coach Department Head Administrator	3.1 Teachers will Display a data wall as a method of keeping students informed of the students' individual and class writing process.	3.1 Meet with teachers to discuss effectiveness and to provide feedback bi-monthly.
4	4.1 Inconsistent use of advanced vocabulary within the writing process	4.1 Teachers will attend PD on usage of advance vocabulary in writing.	4.1 Reading Coach Department Head Administrator	4.1 Teachers will require students to include Tier II and Tier III words in writing assignments on a daily bases.	4.1 Meet with teachers to discuss effectiveness and to provide feedback bi-monthly
5	5.1 Common Core State Standards demands on student writing are drastically different from what students are familiar.	5.1 Teachers will meet monthly within the PLCs to review shifts in CCSS and collaborate/create/implement strategies to address these higher level needs.	5.1 Instructional Teachers Department Head Reading Coach Administration	5.1 Teacher generated writing assignments Lesson Study	5.1 FCAT Writes 2.0 Teacher generated assessments
6	6.1 New English curriculum for grades 9, 10, and 12 (SpringBoard and English for College Prep)	6.1 Teachers will meet monthly within their PLCs to review curriculum and share instructional practices and collaborate on student work.	6.1 Department Head Administration	6.1 Lesson Plans Teacher generated assessments Student generated work	6.1 Teacher Assessments BAT writing for 9th and 10th grade 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Percentage of students scoring at 4 or higher in the writing will increase 2% to 62% on the 2013 administration of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	62%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited written expression skills	Real world examples  Teacher/Student modeling  Use of pictures to assist in skill development through prompting	Classroom Teacher Program Specialist Administration	Informal Observation  Student Generated Work	2013 FAA

2	Increased number of medically fragile students	Real world examples Teacher/Student modeling Use of pictures to assist in skill development through prompting	Classroom Teacher Program Specialist Administration	Informal Observation Student Generated Work	2013 FAA
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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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 Traits Writing Workshop	9-12	District Personnel	crosscurriculum/all teachers	Various	Results of English departments writing prompts; subject area writing assignments/projects, Observations	Administrators, English Dept. chairperson, Dept. Heads
Writing Across the Curriculum	9-12	Department Head District Personnel (Cheryl Haywood)	All Teachers	Monthly or as needed by District	Results of English departments writing prompts; subject area writing assignments/projects, Observations	Administrators Department Heads District Personnel Reading Coach
CCSS PD through Department PLC	9-12	Department Head English Teachers District Personnel Reading Coach	English Teachers	Monthly Early Release Dates Professional Planning Days	Results of English departments writing prompts; subject area writing assignments/projects, Observations	Administrators Department Head District Personnel Reading Coach
SpringBoard Training	9, 10, 12	District Personnel Department Head	English Teachers	Various	Results of English departments writing prompts; subject area writing assignments/projects, Observations	Department Head Administrators

Writing Budget:

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

CCSS Departmental PLCs	Staff Development Materials	General Fund	\$500.00
			Subtotal: \$500.00
<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: \$500.00</b>			

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal # 1:	
2012 Current Level of Performance:	2013 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
1	Bubble students (on the cusp of a level 3) slipping to a lower level especially due to on-line testing format.	Align Content area curriculum for Bubble students (240-245 for 9th grade and 245-250 for 10th grade students on the 2012 FCAT reading test ) utilizing reading and differentiated Instruction strategies. Teachers will be trained through PLCs on strategies for incorporating online reading projects into classroom lessons and enhancement.  Additionally, these students will be included in a mentor program for at-risk students.	Reading Coach Department Heads Administrators Reading Coach Content Area Teachers	Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Monitor and evaluate student performance on Benchmark Assessment Test. Evaluate student achievement data utilizing the FAIR.	Review of student work/performance using Lesson Study during Fall Professional Development Monitor and evaluate student performance on Benchmark Assessment Test and FAIR.
	Teachers infusing effective delivery methods that address the needs of all learners.	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Departmental	Reading Coach Department Heads Administrators	Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented Classroom Observation	BAT 2 FAIR Data 2012 Florida Comprehensive Assessment Test Reading classroom

2	Professional development that focuses on: - Delivery Methods - Text Complexity - Differentiated Instruction - Lesson Study - Assessments/Standards Each department will support the instructional focus benchmarks/CCS that will be covered by using content-based reading selections from their curriculum and ancillary resources in addition to differentiated instruction practices.	Literacy Checklists	walkthroughs Teacher 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 scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	
2012 Current Level of Performance:	2013 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring



Unwrapping and Implementing the CCSS Department PLCs	All grades and subjects	Department Heads Reading Coach HRD Facilitators as needed	School-wide	Monthly by department and on selected ER and Professional Planning dates	Instructional Focus Calendar Lesson Study Lesson Plans Teacher created student assessments	Department Heads Reading Coach Administration
US History EOC PLC	11th Grade US History	Diane Stecker	US History Teachers	Monthly by department and on selected ER and Professional Planning dates	Instructional Focus Calendar Lesson Study Lesson Plans Teacher created student assessments	Department Head Administration

U.S. History 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 U.S. History EOC 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:	Decrease the number of excessive absences and tardies on a daily basis.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90.5%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

20	0				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
5	3				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	accurate teacher attendance taken	inservice on how to properly input classroom attendance on Pinnacle and on a timely basis	Administration, attendance clerk	daily attendance is checked on DWH and pinnacle	data reports daily/weekly classroom attendance monitoring
2	parents getting students to school on time	inservice the parents on the new state attendance policy through Parentlink and Parent Night, Open House, PTSO meetings	administration, attendance clerk	daily/weekly attendance bulletin checked; check if teachers have inputted their attendance on Pinnacle	monitoring by attendance clerk and administration
3	teacher refers students with excessive absences and/or tardies to appropriate personnel	teachers submit appropriate attendance referrals to guidance, social worker, administrator, teachers make parental contact	administration, guidance, social worker	monitoring by Dept. heads, administration	attendance reports, classroom attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BASIS Training	ALL Staff	Administration	All Staff	Pre-Planning and Early Release	Teacher observation/Evaluation	Administration

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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: \$0.00</b>

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:	Decrease the number of students who are suspended whether externally or internally (IS) by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
394	350
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
299	250
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
141	125
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
109	90

### 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 consistent implementation of classroom management skills (CHAMPS skills) from teachers resulting in students being removed from class for misbehavior	CHAMPS training for teachers	Administration	Class room observation, less students suspended on a daily/monthly basis	CHAMPS Rubric BASIC 5 daily/monthly external suspension/in-school suspension reports
	Inconsistent implementation of RtI	Ensure that staff are properly trained and	RtI team members	Classroom observation lesson plans	grade distribution reports,

2		implementing RtI with fidelity.		increase in classroom attendance and lower failure rate	attendance reports, suspension reports
3	teachers not knowing how to differentiate instruction	Train all teachers across the curriculum on Differentiated Instruction	District personnel, Instructional Coaches, Dept. Heads	Classroom Observation, lesson plans, lesson presentation	attendance reports, 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BASIS Training	ALI	Administration	ALI Staff	Pre Planning and Early Release	Teacher Observation and Evaluation	Administration

Suspension Budget:

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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention

Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Decrease the number of students who drop out of school by 100%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
7 students	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
84% (2100)	90%(2250)

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 not wanting to come to school	have social worker get involved, make home visits, guidance/administration personnel have one-on-one conversations with students, RtI team meetings and interventions PD on positive and proactive behavior management	administration, social worker, guidance personnel Administration	logs listing conferences and topics discussed	conversation logs, parent conferences
2	over age/under credit students	have parent/student conferences with administration about other educational options.	administration, guidance personnel	drop out rate decreases.	conference logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BASIS	ALL	Administration	ALLStaff	Pre Planning and Early Release	Teacher Observation and Evaluation	Administration

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent involvement in school activities by 20%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (230)	20%(460)

### 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. Parents of high school students believe they no longer need to be involved in their students education because their children are older.	1.1. Provide literature and presentation during parent nights on the importance of continued parental involvement	1.1. Administration Guidance Staff	1.1. Parent surveys Sign-in Sheets	1.1. Parent surveys Sign-in Sheets
2	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			By June 2013, 10%(50) of our graduates who meet the criteria of the DOE rule will have passed an advanced level math and science class.		
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 unwilling to enroll in advanced level courses.	Guidance counselors discuss advantages of advanced level classes with students and parents. Offer after school tutoring for Academic Enrichment	Administrators and Guidance counselors.	Advanced Level course enrollment.	Schedules, graduation reports.

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

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

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

STEM 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 STEM Goal(s)*

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE					
CTE Goal #1:		By June 2013, the percentage of students passing an Industry Certification Exam will increase by 5%(15)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool



			Monitoring	Strategy	
1	Lack of technology for preparation and training of selected programs for testing.	To provide more face time with technology and increase the number of computers and programs for training.	Department Head, Cape Academy Liason, Administration.	Test Results	Industry Certification Exam

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

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

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

CTE 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 CTE Goal(s)

## Additional Goal(s)

### Additional Mathematics Goal 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. Additional Mathematics Goal Goal Additional Mathematics Goal Goal #1:			By May 2012, 70% of eligible students will pass the Algebra End of Course Exam.		
2012 Current level:			2013 Expected level:		
n/a			70%		
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 Student training in Computer Based Training	Provide PD for teacher led training and individual class traing for students	Math Department Head, Teacher Leaders, Administration	Monitor Instruction and Practice Test Results during Student instruction and Training.	End of Course Exam

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

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

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

### 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 Additional Mathematics Goal Goal(s)*

## Staff Development Goal 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. Staff Development Goal Goal Staff Development Goal Goal #1:	Provide various staff development activities to increase student achievement			
2012 Current level:	2013 Expected level:			
85% teacher participation in PD	100% teacher participation in PD			
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 (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
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 Staff Development Goal Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	"Safety Net" after school tutoring sessions for the Algebra and Geometry EOC's	Algebra and Geometry teachers' time after school	SAC Accountability Funds	\$2,500.00
				Subtotal: \$2,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Use laptop carts to allow students to practice with computer based testing. Use laptop carts to train students on EPAT for Algebra and Geometry EOC's.	Two laptop carts	Teaching Algebra with Technology Grant, awarded in 2011-2012 to two Algebra teachers	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CCSS Department PLCs	Staff Development Materials	General Fund	\$500.00
Reading	PSD PLCs	Staff Development Materials	General Fund	\$300.00
Mathematics	Algebra and Geometry PLC's	EOC test item specs. EOC practice tests EOC online computer based practice	n/a	\$0.00
Writing	CCSS Departmental PLCs	Staff Development Materials	General Fund	\$500.00
				Subtotal: \$1,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Initiatives	Consumables	General Funds	\$2,500.00
Reading	Safety Net Tutoring	Teachers Hourly Rates Materials for Teaching	SAC	\$5,000.00
Reading	At-Risk Cohort Mentoring	Incentive materials Supplies	SAC	\$1,500.00
				Subtotal: \$9,000.00
				Grand Total: \$12,800.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
<p>1. Safety Net tutoring program for math and science. Math would be 2 days a week for 1 hour each day after school and science would be 2 days a week for 1 hour each day after school. This is a total of 4 days per week times 1 hour each day = 4 hours per week at the teachers' hourly rate of pay (which is an average of \$28.00 per hour). This would run for approximately 22 weeks, from November to April. The total amount requested would be <math>4 \times 28 \times 22 = \\$2,714.00</math>. 2. ACT test prep. tutoring...3 sessions...3 Saturdays per session...4 hours per Saturday for the math teacher and 5 hours per Saturday for the reading teacher, at their hourly rate ( an average of \$28 per hour ) There would be 1 reading instructor and 1 math instructor, who are both trained by the Princeton Review program for ACT test prep. The reading teacher gets an extra hour of pay to open and close the school before and after each test prep. session. Reading teacher: <math>5 \text{ hours per Saturday} \times 9 \text{ Saturdays} \times \\$28 \text{ per hour} = \\$1,260</math> Math teacher: <math>4 \text{ hours per Saturday} \times 9 \text{ Saturdays} \times \\$28 \text{ per hour} = \\$1,008</math> Total amount requested for ACT test prep. = <math>\\$2,768.00</math> 3. Bubble buddies mentor program...provides adult mentors to at-risk students who must show learning gains in both reading and in math. The mentors are volunteering their time. The money requested is \$1,400 for supplies for the mentors (binders, dividers, paper, etc.) and for special incentives for the at-risk students.</p>	<p>\$6,882.00</p>

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

- Write School Improvement Plan ( SIP )
- Revise, revisit, review SIP throughout the year, including baseline and mid-year data reports
- Consider new waivers
- Vote on continuing waiver for Professional Study Days
- Vote on the use of SAC Accountability Funds
- Ammend SAC by-laws
- Vote on SAC Employee of the Month
- Vote on use of School Recognition Funds, if applicable
- Vote on school schedule, if applicable
- Discuss, review, and give input into the school budget

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District SOUTH PLANTATION HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	76%	81%	43%	247	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%	69%			121	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)	58% (YES)			100	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					478	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SOUTH PLANTATION HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	77%	87%	47%	258	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	51%	78%			129	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?	45% (NO)	72% (YES)			117	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					514	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested