FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HALLANDALE HIGH SCHOOL

District Name: Broward

Principal: Estella E. Eckhardt

SAC Chair: Kenyatta V. McKie

Superintendent: Robert Runcie, Superintendent

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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)
Assis Principal	Annette Pinckney	Master of Science in Educational Leadership Bachelor of Science in Business Administration	4	5	2011-2012 Hallandale High School 40% of students at or above level 3 in Reading and 65% of lowest 25% made learning gains in Reading, 54% of assessed students made learning gains in Reading. 45% of the lowest quartile achieved learning gains in Mathematics: 51% of students at or above grade level in Math. 51% of students at or above level 3 in Algebra 1. 87% achieved a level 3 or higher in writing and 57% of met state standards in Biology EOC. 2010-2011 Hallandale High School?85% of students met AYP?Reading: 23% of students at or above level 36% made learning gains 50% of the lowest 25% made Learning gains?Math: 61% of students at or above level 59% made learning gains 60% of the lowest 25% made learning gains?Writing: 85% met state standards Science: 27% met state standards

					2009-2010 Hallandale High School?77% of students met AYP?Reading: 28%of students at or above level 42% made learning gains 46% of the lowest 25% made learning gains?Math: 60% of students at or above grade level 70% made learning gains?67% of the lowest 25% made learning gains?Writing: 85% met state standards Science: 24% met state standards
Assis Principal	Latanga Igberaese		2	2	2011-2012 Hallandale High 40% of students at or above level 3 in Reading and 65% of lowest 25% made learning gains in Reading, 54% of assessed students made learning gains in Reading. 45% of the lowest quartile achieved learning gains in Mathematics: 51% of students at or above grade level in Math. 51% of students at or above level 3 in Algebra 1. 87% achieved a level 3 or higher in writing and 57% of met state standards in Biology EOC. 2010-2011 McArthur High School 72% of students met AYP Reading: 34% of students at or above level 45% made learning gains 47% of the lowest 25% made learning gains Math: 71% of students at or above grade level 73% made learning gains 61% of the lowest 25% made learning gains Writing: 79% met state standards Science: 40% met state standards 2009-2010 Pines Middle School 67% of students met AYP Reading: 68% of students at or above level 64% made learning gains 67% of the lowest 25% made learning gains Math: 67% of students at or above grade level 67% made learning gains 61% of the lowest 25% made learning gains Writing: 93% met state standards Science: 38% met state standards
Assis Principal	Dawn Graber	Master of Science in Educational Leadership Bachelor of Science in Elementary Education ESOL Endorsed	7	5	2011-12 Hallandale High School 40% of students at or above level 3 in Reading and 65% of lowest 25% made learning gains in Reading, 54% of assessed students made learning gains in Reading. 45% of the lowest quartile achieved learning gains in Mathematics: 51% of students at or above grade level in Math. 51% of students at or above level 3 in Algebra 1. 87% achieved a level 3 or higher in writing and 57% of met state standards in Biology EOC. 2010-2011 Hallandale High School 85% of students met AYP Reading: 23% of students at or above level 36% made learning gains 50% of the lowest 25% made Learning gains Math: 61% of students at or above level 59% made learning gains 60% of the lowest 25% made learning gains Writing: 85% met state standards Science: 27% met state standards 2009-2010 Hallandale High School 77% of students met AYP Reading: 28%of students at or above level 42% made learning gains 46% of the lowest 25% made learning gains Math: 60% of students at or above grade level 70% made learning gains 67% of the llowest 25% made learning gains Writing: 85% met state standards Science: 24% met state standards
					2011-2012 McNicol Middle School 2010-2011- Attucks Middle School Reading Mastery: 69% Math Mastery: 68% Science Mastery: 41%

Assis Principal	William T. Gillespie, Jr.	Master's of Science in Educational Leadership Bachelor's of Science in Criminal Justice	1	3	Writing Mastery: 91% AYP: Black and Economically Disadvantaged Students did not make AYP in Reading Black, White, Hispanic, and Economically Disadvantaged did not make AYP in Math. 2009-10-Teacher, Westpine Middle; School Reading Mastery: 68% Math Mastery: 65% Science Mastery: 47% Writing Mastery: 95% AYP: Hispanic, Students w/disabilities and Economically Disadvantaged Students did not make AYP in Reading White, Hispanic, Student w/disabilities and Economically Disadvantaged did not make AYP in Math.
Principal	Estella Eckhardt	Master's of Science in Educational Leadership Bachelor of Science in Elementary Education Certification ESOL Endorsement	2	17	2011-12 Hallandale High School 40% of students at or above level 3 in Reading and 65% of lowest 25% made learning gains in Reading, 54% of assessed students made learning gains in Reading. 45% of the lowest quartile achieved learning gains in Mathematics: 51% of students at or above grade level in Math. 51% of students at or above level 3 in Algebra 1. 87% achieved a level 3 or higher in writing and 57% of met state standards in Biology EOC. 2010-2011 Henry D. Perry Middle School 79% of students met AYP Reading: 53% of students at or above level 58% made learning gains 62% of the lowest 25% made learning gains Math: 52% of students at or above grade level 57% made learning gains 61% of the lowest 25% made learning gains Writing: 68% met state standards Science: 37% met state standards 2009-2010 Henry D Perry Middle School 79% of students met AYP Reading: 55% of students at or above level 65% made learning gains 65% of the lowest 25% made learning gains Math: 59% of students at or above grade level 66% made learning gains 63% of the lowest 25% made learning gains Writing: 91% met state standards Science: 40% met state standards

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	Michelle McNab-	Degrees Bachelor's Elementary Education Master's: Educational Leadership All	6	2	2011-2012 Hallandale High 40% of students at or above level 3 in Reading and 65% of lowest 25% made learning gains in Reading, 54% of assessed students made learning gains in Reading. 45% of the lowest quartile achieved learning gains in Mathematics: 51% of students at or above grade level in Math. 51% of students at or above level 3 in Algebra 1. 87% achieved a level 3 or higher in writing and 57% of met state standards in Biology EOC. 2010-2011 Hallandale High School

	Hemans	levels Certifications Reading Endorsement ESOL Endorsement			85% of students met AYP Reading: 23% of students at or above level 36% made learning gains 50% of the lowest 25% made learning gains 2009-2010 Hallandale High School 77% of students met AYP Reading: 28% of students at or above level 42% made learning gains 46% of the lowest 25% made learning gains

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. All new teachers complete the District's induction program, New Educator Support System (NESS). The NESS takes one year to complete and is a school-site program. Each new teacher is provided a support team consisting of the New Educator's Support System school contact, usually an assistant principal, and a qualified mentor	New Educator Support System Liaison: Dawn Graber	06-2013	
2	2. New Educator Support System meetings of new teachers and Assistant Principal will occur monthly, mentor and mentee meet weekly and monthly	Assistant Principal	06-2013	
3	3. Principal monthly Aspiring Leaders Meeting	Principal	06-2013	

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
7 of 60 (11.7%) teachers are teaching out of field	Teachers are encouraged/will be monitored and supported as they take classes to become certified in field for the classes they are teaching. Departmental administrators and department chairpersons/coaches will be responsible for monitoring their progress.

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
59	1.7%(1)	11.9%(7)	33.9%(20)	49.2%(29)	33.9%(20)	100.0%(59)	22.0%(13)	3.4%(2)	33.9%(20)

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
Dawn Graber	Sasana Montaque	New Educator	Hallandale High School New Educator Support System (NESS) Program. Monthly meetings planned to assist this new educator in learning the "CHARGER WAY": Lesson planning, classroom management, CHAMPS and various "Hot Topics"
Dawn Graber	Federica Carter	Aspiring Administrator	Mrs. Graber will meet weekly with Ms. Carter to discuss school-wide leadership opportunities to increase student achievement and motivation.
William Gillespie, Jr.	John Battle	Aspiring Administrator	Mr. Gillespie will meet monthly with Mr. Battle to discuss school-wide leadership opportunities to increase student achievement and motivation.
William Gillespie, Jr.	Kenyatta McKie	Aspiring Administrator	Mr. Gillespie will meet monthly with Ms. McKie to discuss school-wide leadership opportunities to increase student achievement and motivation. Mrs. McKie will take a lead role in monitoring school-wide goals, professional development, and school-wide data.
Dawn Graber	Furshelia White	Aspiring Administrator	Mrs. Graber will meet weekly with Mrs. White to discuss school-wide leadership opportunities to increase student achievement and motivation
Dawn Graber	Martisha Alexander	Aspiring Administrator	Mrs. Graber will meet weekly with Ms. Alexander to discuss school-wide leadership opportunities to increase student achievement and motivation
Latanga Igberaese	Kamara Sanon	Aspiring Administrator	Ms. Igberaese will meet monthly with Mrs. Sanon to discuss school-wide leadership opportunities to increase student achievement and motivation.
Annette Pinckney	Latavia Pinckney	Aspiring Administrator	Mrs. Pinckney will meet monthly with Ms. Pinckney to discuss school-wide leadership opportunities to increase student achievement and motivation.
Annette Pinckney	Barbara Harris	Aspiring Administrator	Mrs. Pinckney will meet monthly with Ms. Harris to discuss school-wide leadership opportunities to increase student achievement and motivation.
William Gillespie, Jr.	Fred Cromity	Aspiring Administrator	Mr. Gillespie will meet monthly with Mr. Cromity to discuss school-wide leadership opportunities to increase student achievement and motivation
Latanga Igberaese	Ron Jackson	Aspiring Administrator	Ms. Igberaese will meet monthly with Mrs. Sanon to discuss school-wide leadership opportunities to increase student achievement and motivation

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)

Funds will used strictly for teacher salaries. 100% for reading and 7.969% for science. The (SAI) budget is $78,938.63.

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.

Estella Eckhardt, Principal; Latanga Igberaese, AP; Dawn Graber, AP, ESOL Coordinator; Annette Pinckney, AP; William Gillespie, Jr., AP; Hattie Giles, Guidance Director; Melanie Weiss, Guidance Counselor; Debra Trannon, ESE Specialist; Collie Blake, Social Worker; John Biwan School Psychologist; Michelle McNab, Reading Coach, Department Chairpersons: Kenyatta McKie (science), Martisha Alexander (English/Social Studies), Barbara Harris (Reading), Marcia Notkins (CTACE), and Frederica Carter (PE/Perf. Arts)

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 RTI team meets twice per month with the literacy team and leadership team to review data, student progress, instructional practices, and staff development to ensure effective practices are in place and make recommendations for change if needed. The guidance counselor/ESE Specialist of the student that the case study is being conducted coordinates meetings and agendas. The RTI team assists with identifying barriers to student achievement based on data collection, recommending research based strategies to increase student achievement, and identifying students that may need additional academic support. Students are tracked or monitored by their teachers, attendance, weekly meetings, and tracking the student's progress through weekly progress report. Each case study is recorded on required forms and documented on the L panel.

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?

Tier 1 data are routinely inspected in the areas of reading, math, writing, science and behavior. Data is used to improve the core curriculum and school-wide behavior plan. It is used as a means of screening to help identify students who are struggling with either academics, behavior, and who may be in need of Tier 2 and Tier 3 interventions.

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.

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. Data is pulled from Broward County Schools' Data Warehouse and imported into a file maker pro-database. School personnel align their practices to the Florida Continuous Improvement Model updating the data base as new data becomes available (BAT I, mini assessments, BAT II)

Describe the plan to train staff on MTSS.

Staff will be trained by key personnel in an "on the job training" model.
RtI staff will model implementation and role out training to support team.

Describe the plan to support MTSS.

Monthly memos will be published by Guidance Counselors detailing students that are going through the RTI process and next steps/meeting dates.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Estella Eckhardt, Principal; Lantanga Igberaese (AP); Dawn Graber, AP & ESOL Coordinator; Annette Pinckney, AP; William Gillespie, AP; Hattie Giles, Guidance Director; Melanie Weiss, Guidance Counselor; Debra Trannon, ESE Specialist; Collie Blake, Social Worker; John Biwan, School Psychologist; Michelle McNab, Reading Coach; Kenyatta McKie, SAC chair, Department Chairs and/or department representative, Margaret Kolodziej, Media Specialist.

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

Monthly meetings are held to ensure all stakeholders meet goals on school improvement plan. The team will determine areas of need for trainings, create capacity in reading across curriculum and focus on areas of literacy concerns. The focus of the LLT is to increase student achievement in reading, math, and science. The areas of need are determined by the review and analysis of test scores (FCAT, BAT, Mini Assessments).
The Administrators are included in the LLT because they are needed to assist with managing the initiatives set forth by the LLT. The Guidance Counselors are included to assist with the implementation and execution of district and state literacy initiatives. The Curriculum Coaches and Department Heads will take the charge of ensuring that the teachers are properly trained in the various school-wide reading strategies. The Media Specialist will assist with the implementation of various incentives and the efficient use of the Media Center. She will also take the charge of developing and maintaining a student book club.

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

Monitoring and supporting the implementation of the comprehensive intervention reading programs and scientifically based reading instruction and strategies with fidelity, creating and sharing school-wide initiatives and activities that promote literacy (Family reading/math nights, word of the week, math Olympics, Reading club, Saturday and after-school tutoring, Reading Across Broward), initiatives to encourage an increase in students checking books out from the library and reading across all curricula with reading logs.
The major goal of the Literacy Leadership Team is to infuse reading strategies in all content areas. These core strategies will be probing and questioning, previewing, chunking the text with marginal notes, and summarizing. Other teachers who are in need of assistance will observe expert teachers. The LLT would like to, with the assistance of the Reading Department, promote a love of reading in all students. This love of reading will be promoted through school-wide, class, and individual incentives.
The SAC committee will sponsor a Literacy Night for parents and siblings to encourage literacy in families. We also would like to introduce Writing Across the Curriculum which encourages reading comprehension in all subject areas.

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.

In an effort to developing a more highly qualified staff, teachers will be encouraged to become Reading Endorsed. A cohort group will be established with the teachers who have the desire to become Reading Endorsed and CAR-PD trained.

Research states that there is a direct correlation between the number of minutes a student spends reading and achievement on standardized tests. Another primary goal is to get students to spend more time reading, in school and at home.

The Secondary IFCs will be created and revised in accordance with the results of various assessments. In addition, the Secondary IFC will be monitored and revisited according to the data received from FAIR assessments, CWTs, and data chats.

*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?

Hallandale High School offers students numerous elective courses in art, business, technology and career studies. These courses focus on job skills and real life applications. English and Social Studies classes assist students in making a relevant connection to their future by providing instruction on Resume and Research Paper Writing. Science and Math teachers integrate hands on experiences that assist students in strengthening the connection to what's being taught from the textbook and real life situations. Students with Disabilities have the opportunity to participate in the PASS program, which affords 18-22 year old students the opportunity to learn and practice real life skills.

The formation of a triad between the English Language Arts, Social Studies and Reading departments serve to create cross-curricular lessons that help to show connections between learning. The creation of a STEM department will align knowledge between Science, technology, and mathematics thereby ensuring that students are better prepared for 21st century careers.

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?

All students are expected to complete e-PEP (electronic- Personal Education Planner) before entering the 9th grade. Students are scheduled into their academies/electives based upon their e-PEP course selection. Guidance counselors will visit 10th thru 12th grade classrooms to discuss high school industry certification, post secondary education, and career planning. In addition, each year before the course selection process begins a "Magnet Showcase" is held for students and parents. During the showcase magnet coordinators, counselors, and support staff help students and parents understand the different paths that are available at Hallandale High School. Also, through classroom visits by the guidance counselors and the BRACE advisor students will be apprised of what is required to receive the Bright Future Scholarship and postsecondary planning. Through the use of FACTS.org, school counselors will utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work.
All 1th grade students take the PERT test in order to determine college readiness in Reading and Math. Depending on the results students are placed in courses that will ensure their readiness to take college level classes upon graduation. Students who score adequately on the CPT are encouraged to enroll in dual enrollment courses at Broward College - school transportation is provided.

Students meet independently with their respective guidance counselor in the Spring of each year for the purpose of completing a Course Selection Card. This data is then used, along with test scores and teacher recommendations to place students into the most appropriate classes. School personnel visit the middle schools each year, in the Spring as well, to collect rising 9th grade student course requests.

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

Additional emphasis is being placed on Remedial Reading, Math and English Classes taught at the high school level to help ensure "College Readiness" upon high school graduation. Teachers have been carefully selected and trained. Teachers will participate in an ongoing Professional Learning Community throughout the year to help insure an increase in student success at the post secondary level. Faculty from Broward College will attend these PLCs bi-monthly to discuss student data and progress in these "readiness classes".
Strategies to improve student readiness for postsecondary education: dual enrollment is offered to students meeting the criteria (3.0 GPA and 300 FCAT reading and math) in grades 10, 11, and 12 (transportation is provided), the CPT is administered to juniors and seniors for the purpose of Community College enrollment,the PSAT is administered to 10th grade students, 9th grade students enrolled in honors and AP courses are also encouraged to take the PSAT, 11th grade students enrolled in honors and AP classes are encouraged to take the PSAT to increase the number of students qualifying for National Merit Scholarships, SAT/ACT fee waivers are maximized for eligible students, ACT Prep classes are offered after school to juniors and seniors, sophomores, juniors and seniors are encouraged to attend college fairs (transportation is provided), college recruiter visits are scheduled during the school day on campus where students are provided with information pertaining to admissions, financial aid, and college life, college tours are provided for juniors and seniors, implementation of the Annual Guidance Plan which focuses on academic and career activities, and utilizing the BRACE Advisor to promote post-secondary transition. In addition, 11th and 12th grade students are currently participating in the share-time program at the local Career and Technical school.

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:	In 2013, 21% of the tested 9th and 10th grade students will score a Level 3 or above on Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (98) of the 9th and 10th grade students scored at or above Level 3 on the Reading FCAT 2.0	21% (138) of the 9th and 10th grade students will score at or above Level 3 on the Reading FCAT 2.0

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 lack exposure/background knowledge for the high level vocabulary found on the Florida Comprehensive Assessment Test	• Reading teachers will teach the different parts of words including prefix, root, and suffix using Vocabulary Through Morphemes. • All teachers, school-wide practice prefix/suffix and root word of the week. • School-wide vocabulary Strategy training for one hour during Teacher Planning Day • Teachers will use cues, questioning and advanced organizers • Teachers will use Key Word Vocabulary familiarization every day in the classroom • Students will identify and clarify the meaning of high level and unknown vocabulary • Science and Social Studies Teachers will provide practice in higher ordered questions that elicit vocabulary building, inferences and Critical Thinking • Students will receive enrichment through Saturday Success Academy, 21st Century	• Department Chair • Reading Coach • Reading Curriculum Administrator • Science and Social Studies Teachers	• Classroom Walkthroughs (CWTs) at one time week and bi-weekly assessment results will be used to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results given every third week will be used to determine area of weakness and to effectively differentiate instruction. • Results from BAT I in October 2012 and BAT 2 results in December 2012 used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.
	Students are not consistently exposed to effective reading strategies in the content area classes	• A Reading Endorsement cohort will be established in October to effectively to assist and guide teachers. • Content area teachers will implement daily	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and	• Pre and Post - Mini-Assessment results will be used to determine area of weakness and to effectively differentiate

2		before, during, and after reading strategies when teaching their content area. • Teachers will use cues, questioning and advanced organizers • Continue with Marzano's High Yield Strategies placing an emphasis on Summarizing and Note Taking and Homework and Practice. • Students will receive enrichment through Saturday Success Academy and 21st Century Tutoring. • Required "Rhetorical Triangle" Comprehension activity one time per week Across the Curriculu		achievement. • Teachers will meet monthly with Reading Coach to create questions aligned with FCAT 2.0 and discuss CWT findings.	instruction. • Mini assessments and BAT I and II results used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.
3	Content area teachers have not mastered the of the Reading Items Specs for FCAT 2.0.	• Teachers will participate in district training for Reading Item Spec training for FCAT 2.0 • Teachers will implement the Item Specs content into weekly classroom instruction utilizing the Required "Rhetorical Triangle" Comprehension activity one time per week Across the Curriculum • Students will construct questions and analyze the respective data.	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.

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 Levels 4, 5, and 6 in reading. Reading Goal #1b:	In 2013, 83% of FAA eligible students will score a Level 4 – 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.67% (4) of students scored at level 4, 5, or 6 in Reading on the Florida Alternative Assessment	83.33% (5) of students will score at level 4, 5, or 6 in Reading on the Florida Alternative Assessment.

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
	Students lack exposure/background knowledge for the high level vocabulary found on the FAA	• Teachers will participate in Training aligned to FAA • Teachers will teach the different parts of words including prefix, root, and suffix using Vocabulary	• Department Chair • Reading Coach • Reading Curriculum Administrator	Classroom Walkthroughs (CWTs) and assessment results will be used to conduct data chats with teachers regarding student data and achievement	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction.

1		strategies aligned to FAA • School-wide root of the week. • School-wide vocabulary Strategy for one hour during Teacher Planning Day			• Pre-FAA score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.
2	Students lack comprehension for the high level found on the FAA	• Teachers will participate in Training aligned to FAA to be better able to provide practice opportunities • Connections of concepts to real-life applications	• Department Chair • Reading Coach • Reading Curriculum Administrator	Classroom Walkthroughs (CWTs) and assessment results will be used to conduct data chats with teachers regarding student data and achievement	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • Pre-FAA score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.

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:	15% (82) of the 9th and 10th grade students will score Level 4 or 5 on the Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (64) of the 9th and 10th grade students will score Level 4 or 5 on the Reading FCAT 2.0	15% (82) of the 9th and 10th grade students will score Level 4 or 5 on the Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Students are unable to decipher high ordered questions effectively • Students are not aware of the difference in format, question type, and complexity level between 8th and 9th grade Florida Comprehensive Assessment Test (FCAT). .	• Provide Item Specs 2.0 training for teachers. • Quizzes, in-class mini-lessons, and assessments will be formatted using FCAT 2.0 item stems. • 9th grade Level 4/5 students will be enrolled in AP Human Geography class, where reading strategies that align with NGSSS will be implemented. • 10th grade Level 4/5 students will be enrolled in AP World History, where reading strategies that align with New Generation Sunshine State Standard (NGSSS) will be implemented. • Teachers will use cues, questioning and advanced organizers • Science and Social Studies Teachers will	• Department Chair • Reading Coach • Reading Curriculum Administrator • Science and Social Studies Teachers	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement Teacher reflections and participation in NGCAR-PD.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • Benchmark Assessment Test (BAT) results used to create Instructional Focus and predict proficiency. • Florida Assessments for Instruction in Reading (FAIR) score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.

		provide practice in higher ordered questions that elicit inferences and Critical Thinking • Required “Rhetorical Triangle” Comprehension activity one time per week Across the Curriculum			
2	• Students are not consistently exposed to effective reading strategies in the content area classes. • Students are unable to decipher high ordered questions effectively	• Content area teachers will consistently implement before, during, and after reading strategies when teaching their content area. • Science and Social Studies Teachers will provide practice in higher ordered questions that elicit inferences and Critical Thinking	• Department Chair • Reading Coach • Reading Curriculum Administrator • Science and Social Studies Teachers	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.
3					
4	• Students are unfamiliar with reading assessments online	Reading, Science and Social Study teachers provide in-school practice with technology by rotating each class through the computer lab each week enabling students to practice online using Learning Station, E2020 and e-Readers	• Department Chair • Reading Coach • Reading Curriculum Administrator • Science and Social Studies Teachers	• Computer usage reports generated from all tests and quizzes taken bi-monthly.	• Computer usage reports generated from all tests and quizzes taken bi-monthly.

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. Reading Goal #2b:	In 2013, 17% of the FAA eligible students will score a Level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) student scored at or above level 7 in Reading.	16.67% (1) student will score at or above level 7 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	• Students lack exposure/background knowledge for the high level vocabulary found on the FAA	• Teachers will participate in Training aligned to FAA • Teachers will teach the different parts of words including prefix, root, and suffix using Vocabulary	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction.

1		strategies aligned to FAA • School-wide root of the week. • School-wide vocabulary Strategy for one hour during Teacher Planning Day			• Pre-FAA score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.
2	• Students lack exposure/background knowledge for the high level vocabulary found on the FAA	• Teachers will participate in Training aligned to FAA • Teachers will teach the different parts of words including prefix, root, and suffix using Vocabulary strategies aligned to FAA • School-wide root of the week. • School-wide vocabulary Strategy for one hour during Teacher Planning Day	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • Pre-FAA score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.
3	• Students lack exposure/background knowledge for the high level vocabulary found on the FAA	• Teachers will participate in Training aligned to FAA • Teachers will teach the different parts of words including prefix, root, and suffix using Vocabulary strategies aligned to FAA • School-wide root of the week. • School-wide vocabulary Strategy for one hour during Teacher Planning Day	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • Pre-FAA score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.

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:	In 2013, 57% (310) of 9th and 10th grade students will make learning gains on the FCAT 2.0 Reading exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (280) of the 9th and 10th grade students will make learning gains on the Reading FCAT 2.0	57% (310) of the 9th and 10th grade students will make learning gains on the Reading FCAT 2.0

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
	Students lack the vocabulary commonly used on State Standardized Test	• Teachers will participate in the training, Teaching Vocabulary Through Morphemes. • Implement vocabulary instruction focusing on the root word, prefix, and suffix. • Explicit direct	• Department Chair • Reading Coach • Reading Curriculum • Administrator • Teachers	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus

1		vocabulary instruction using mini-lessons. • School-wide Root Word of the Week. • Cross-curriculum vocabulary activities. • Use of technology and/or alternative materials (magazines, manuals, computers) to reinforce vocabulary.			and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE assessments
2	Students lack retention and comprehension skills	• Teachers will participate in differentiated instruction training. • Implementation of pre-reading (predicting, background knowledge, previewing the text), active reading (chunking, scaffolding, marginal notes, selective underlining), and post reading instruction (summarizing, drawing conclusions, making inferences). • Teachers will implement Marzano's Nine High Yield Strategies with a focus on Summarizing and Note Taking and Homework and Practice	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE assessments
3	Students are not being exposed enough to grade level informational material.	• Focus on informational text, including homework assignments.	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement. • Conduct conferences including the student, teacher, parent, administrator, and guidance counselor once a year with each student. • Teachers will maintain Lowest Quartile binders consisting of pre-assessment, mini-assessments, BAT, FAIR, for monitoring purposes.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.

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:	In 2013, 80% of the FAA eligible students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (3) of students made learning gains in Reading.	80% (4) of students made learning gains in Reading.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Students lack retention and comprehension skills	• Teachers will participate in differentiated instruction training. • Teachers will implement Marzano's Nine High Yield Strategies with a focused on Practice	• Department Chair • Reading Coach • Reading Curriculum Administrator • ESE Specialist	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction.

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:	In 2013, 68% (95) of the 9th and 10th grade students in the Lowest 25 will make learning gains on the Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (91) of 9th and 10th grade students in the lowest 25% will make learning gains in Reading FCAT 2.0.	68% (95) of the 9th and 10th grade students in the Lowest 25 will make learning gains on the Reading FCAT 2.0

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 lack retention and comprehension skills	• Teachers will participate in differentiated instruction training. • Implementation of pre-reading (predicting, background knowledge, previewing the text), active reading (chunking, scaffolding, marginal notes, selective underlining), and post reading instruction (summarizing, drawing conclusions, making inferences). • Teachers will implement Marzano's Nine High Yield Strategies with a focus on Summarizing and Note Taking and Homework and Practice	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. • EDGE assessments
2	• Students are not being exposed enough to grade level informational material	• Focus on informational text, including homework assignments. • Teachers will provide opportunities for students to interact with multiple texts.	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement. • Conduct conferences including the student, teacher, parent, administrator, and guidance counselor once a year with each student.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for

				• Teachers will maintain Lowest Quartile binders consisting of pre-assessment, mini-assessments, BAT, FAIR, for monitoring purposes.	Word Recognition, Fluency, and Reading Comprehension.
3	• Students lack the vocabulary commonly used on State Standardized Test	• Teachers will participate in the training, Teaching Vocabulary Through Morphemes. • Implement vocabulary instruction focusing on the root word, prefix, and suffix. • Explicit direct vocabulary instruction using mini-lessons. • School-wide word of the week. • Cross-curriculum vocabulary activities. • Use of technology and/or alternative materials (magazines, manuals, computers) to reinforce vocabulary.	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE assessments

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 # 5A : By the year 2016-2017, 80% of students taking the FCAT 2.0 Reading assessment will score at or above grade level (3 or above) thereby decreasing our achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30% (162) of stu	40% (216) of st	50% (270) of st	60% (324) of stu	70% (378) of stu	

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:	Provide students with extended learning opportunities through pull-outs, push-ins, after school, and Saturday tutorials.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 58% (22) Black: 74% (276) Hispanic: 65% (77) Asian: 57% (4) American Indian: 50% (1) of subgroup students have not made adequate progress in Reading. *30%(53) of the 9th and 10th grade Hispanic students scored at or above Level 3 on the Reading FCAT 2.0 *33%(3) of the 9th and 10th grade Asian students scored at or above Level 3 on the Reading FCAT 2.0 *0%(0) of the 9th and 10th grade American Indian students scored at or above Level 3 on the Reading FCAT 2.0	White: 55% (21) Black: 71% (264) Hispanic: 62% (74) Asian: 43% (3) American Indian: 0% (0) subgroup students will have not made adequate progress in Reading
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Students lack the vocabulary commonly used on State Standardized Test	• Teachers will participate in the training, Teaching Vocabulary Through Morphemes. • Implement vocabulary instruction focusing on the root word, prefix, and suffix. • Explicit direct vocabulary instruction using mini-lessons. • School-wide word of the week. • Cross-curriculum vocabulary activities. • Use of technology and/or alternative materials (magazines, manuals, computers) to reinforce vocabulary.	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE assessments
2	• Students lack retention and comprehension skills	• Teachers will participate in differentiated instruction training. • Implementation of pre-reading (predicting, background knowledge, previewing the text), active reading (chunking, scaffolding, marginal notes, selective underlining), and post reading instruction (summarizing, drawing conclusions, making inferences). • Teachers will implement Marzano's Nine High Yield Strategies with a focus on Summarizing and Note Taking and Homework and Practice	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2013, 86% (31) of the 9th and 10th grade ELL students will score Level 3 or above on the FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%(32) of the 9th and 10th grade ELL students did not make satisfactory progress in Reading FCAT 2.0	86% (31) of the 9th and 10th grade ELL students will score at or above Level 3 on the Reading FCAT 2.0

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
	• Students lack the basic literacy skills needed to grasp grade level	• Vocabulary and language development • Model metacognitive	• Reading Coach • Reading Department	• Authentic Formative Assessments • FCIM	• Marzano's Effective Teachers • CWTs

1	content.	skills • Guided interaction practices	Administrator • Reading Department Teachers		
2	• Students need more practice with online assessments.	• Implementation of Learning Station. • Use of modeling, graphic organizers, and visuals to make essential information easily recognizable.	• Reading Department Chair • Reading Coach	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. • EDGE assessments
3	• Teachers lack differentiation techniques to adequately address language barriers.	• Professional Development rolled out during Grade Level and Department Meetings	• Dawn Graber, Assistant Principal	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades

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:	In 2013, 91% (43) of the SWDF 9th and 10th grade students will score Level 3 or higher on FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (44) of the 9th and 10th grade SWD did not make satisfactory progress in Reading FCAT 2.0	91% (43) of the 9th and 10th grade SWD students will score at or above Level 3 on the Reading FCAT 2.0

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 lack the vocabulary commonly used on State Standardized Test	• Teachers will participate in the training, Teaching Vocabulary Through Morphemes. • Implement vocabulary instruction focusing on the root word, prefix, and suffix. • Explicit direct vocabulary instruction using mini-lessons. • School-wide word of the week. • Cross-curriculum vocabulary activities. • Use of technology and/or alternative materials (magazines, manuals, computers) to	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension.

		reinforce vocabulary.			• EDGE assessments
2	• Teachers lack differentiation techniques to adequately address learning barriers.	• Implementation of Collaborative Teaching Strategies. • Assistance provided for classes with higher numbers of SWDs. • Alternative standards based assessments.	• Reading Coach • Reading Department Chair • Reading Department Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement	• FAIR score results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. • EDGE 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:	71% (315) of the 9th and 10th grade Economically Disadvantaged students will not make satisfactory progress in Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (329) of the 9th and 10th grade Economically Disadvantaged students have not demonstrated satisfactory progress in Reading FCAT 2.0	71% (315) of the 9th and 10th grade Economically Disadvantaged students will not make satisfactory progress in Reading FCAT 2.0

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 lack the vocabulary commonly used on State Standardized Test	• Teachers will participate in the training, Teaching Vocabulary Through Morphemes. • Implement vocabulary instruction focusing on the root word, prefix, and suffix. • Explicit direct vocabulary instruction using mini-lessons. • School-wide word of the week. • Cross-curriculum vocabulary activities. • Use of technology and/or alternative materials (magazines, manuals, computers) to reinforce vocabulary.	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE assessments
2	• Students lack retention and comprehension skills	• Teachers will participate in differentiated instruction training. • Implementation of pre-reading (predicting, background knowledge, previewing the text), active reading (chunking, scaffolding, marginal notes, selective underlining), and post reading instruction (summarizing, drawing conclusions, making inferences).	• Department Chair • Reading Coach • Reading Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and

					Reading Comprehension. EDGE assessments
3	• Students do not spend enough time reading independently outside of school.	• 9th and 10th grade students will receive high interest low level novels to read during the Thanksgiving, Winter, and Spring breaks	• Department Chair • Reading Coach • Reading Curriculum Administrator English teachers	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency. • FAIR scores results will be used to remediate and group students for Word Recognition, Fluency, and Reading Comprehension. EDGE assessments

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
Comprehension Instruction Training	9-11 all subjects	District	All subject area teachers	TBA	CWTs and Visits	Department Chairs, Reading Coach, Reading Curriculum Administrator
Differentiated Instruction	9-11 all subjects	District	All subject area teachers	TBA	CWTs and Visits	Department Chairs, Reading Coach, Reading Curriculum Administrator
Higher Order Questioning	9-11 all subjects	District	All subject area teachers	TBA	CWTs and Visits	Department Chairs, Reading Coach, Reading Curriculum Administrator
Common Core Training	9-11 all subjects	Departmental Curriculum Leaders	All subject area teachers	TBA	CWTs and Visits	Department Chairs, Reading Coach, Reading Curriculum Administrator

Reading Budget:

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

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

End of Reading Goals

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:	54% (57) of the ELL population at Hallandale High will score PROFICIENT as measured by the 2013 CELLA Listening and Speaking Administration
2012 Current Percent of Students Proficient in listening/speaking:	
51% or 54 out of 106 ESOL students are proficient as measured by the 2012 Listening and Speaking portion of the 2012 CELLA administration.	
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 teacher awareness of student ELL levels	• Professional Development rolled out during Grade Level and Department Meetings	• Dawn Graber, Assistant Principal	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades
2	• Limited teacher knowledge as relates to meeting needs of ELL students at various levels as it relates to accommodations and strategies.	• Professional Development rolled out during Grade Level and Department Meetings	• Dawn Graber, Assistant Principal	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades

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:	30% (32) of the ELL population at Hallandale High will score PROFICIENT as measured by the 2013 CELLA Reading Administration
2012 Current Percent of Students Proficient in reading:	
27% or 29 out of 106 ESOL students are proficient as measured by the 2012 Reading portion of the 2012 CELLA administration.	
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	• ELL Students lack reading comprehension	• Required “Articles of the Week” with teacher lead review	• Dawn Graber, Assistant Principals • Reading Coach	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades
2	• ELL Students lack reading comprehension	• Required “Rhetorical Triangle” Across the Curriculum	• Dawn Graber, Assistant Principals • Reading Coach	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	40% (42) percent of the ELL population at Hallandale High will score PROFICIENT as measured by the 2013 CELLA Reading Administration
2012 Current Percent of Students Proficient in writing:	
37% or 39 out of 106 ESOL students are proficient as measured by the 2012 Writing portion of the 2012 CELLA administration.	
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	• ELL students have limited knowledge of effective writing.	• Train teachers regarding proficient writers as measured by the CELLA	• Dawn Graber, Assistant Principals • Reading Coach	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades
2	• ELL students have limited knowledge of effective writing.	• ELL students will maintain writing portfolios and be provided many examples of effective writing to store in their folders for reference.	• Dawn Graber, Assistant Principals • Reading Coach	• Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Articles of the Week	Copies of Articles	School Budget	$2,700.00
Rhetorical Triangle	Copies of Articles	School Budget	$2,700.00
			Subtotal: $5,400.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Computer Practice	Study Island and E20/20	School Budget	$20,000.00
			Subtotal: $20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Identifying ELL student needs based on ELL Classification	ESOL Folder with copies from ELL Handbook	School Budget	$50.00
			Subtotal: $50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $25,450.00

End of CELLA Goals

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:	In 2013, 86% of the FAA eligible students will score a level 4 – 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5) students will score at levels 4, 5, or 6 on the Florida Alternate Assessment in Mathematics	86% (6) students will score at levels 4, 5, or 6 on the Florida Alternate Assessment in Mathematics.

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/teachers have limited access to FAA practice materials and manipulatives	• Department Leader will meet with teachers to develop a list of needed practice materials and manipulatives for students to achieve FAA Levels 4 - 6. • List of materials will be provided to principal for ordering.	ESE Assistant Principal ESE Specialist Department Leader	Classroom Walkthroughs Florida Continuous Improvement Model	Florida Alternative Assessment Practice Test
2	• Students have limited math content knowledge	• Teachers will provide additional practice opportunities for students to gain background knowledge • Increase relevance through real-life applications. • Content introduced before vocabulary.	• ESE Assistant Principal • ESE Specialist • Department Leader	• Classroom Walkthroughs • Florida Continuous Improvement Model	• Florida Alternative Assessment Practice Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	In 2013, 29% of the FAA eligible will score a Level 7 on the FAA Math exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3% (1) student scored at or above level 7 in mathematics on the Florida Alternate Assessment.	29% (2) students will score at or above level 7 on the Florida Alternate Assessment in Mathematics.

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
	• Students/teachers	• Department Leader	• ESE Assistant	• Classroom	• Florida

1	have limited access to FAA practice materials and manipulatives	will meet with teachers to develop a list of needed practice materials and manipulatives for students to achieve FAA Level 7. List of materials will be provided to principal for ordering.	Principal • ESE Specialist • Department Leader	Walkthroughs • Florida Continuous Improvement Model	Alternative Assessment Practice Test
2	• Students have limited math background knowledge	• Teachers will be provided additional practice opportunities for students to gain background knowledge	• ESE Assistant Principal • ESE Specialist • Department Leader	• Classroom Walkthroughs • Florida Continuous Improvement Model	• Florida Alternative Assessment Practice Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	In 2013, 100% of the students will make learning gains on the FAA in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (5) of students made learning gains on the Florida Alternate Assessment in Mathematics.	100% (6) of students will make learning gains on the Florida Alternate Assessment in Mathematics.

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 limited math background knowledge	• Teachers will be provided additional practice opportunities for students to gain background knowledge	• ESE Assistant Principal • ESE Specialist • Department Leader	• Classroom Walkthroughs • Florida Continuous Improvement Model	• Florida Alternative Assessment Practice Test

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:	In 2013, 45% (103) students will perform at level 3 on the Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (96) of students scored at Achievement level 3 on the Algebra I EOC	45% (103) of students will perform at level 3 on the Algebra EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	• Lack of retention and pre-requisite skills and concepts	• Increase consistent student engagement with course material through spiral approach. • Incorporate vertical teaming in-house and with zone feeder schools to increase focus on math skills, rather than test-taking skills. • Students will be encouraged to attend 21st Century Afterschool Program. Students will be encouraged to attend Saturday School	• Department Chair • Math Curriculum Administrator • District Support Staff	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to discuss with teachers regarding student data and achievement. The CWT will focus on DQ 2. • Targeted students will engage in mathematics tutorials through pullouts/push-ins conducted by department chair and teachers during student elective periods in order to reinforce concepts and skills. • Pretest/Post-test results will be used to determine areas of weakness and to effectively differentiate instruction. • Formal assessments (BAT 1 and 2, Mini-assessments, Midterm/Final Exams) result will be used to create and modify instructional focus.	• Formal Assessments: (Mini-assessments, Midterm/Final Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral) Ongoing Data Chats & Logs
2	• Students lack reading comprehension skills	• Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
3	• Students unfamiliar with online assessment platforms	• Utilize online assessments such as Florida Achieves, Pearson Success, Learning Stations, and E2020 to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Math Curriculum Administrator • Department Chairperson	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• Formal Assessments: (Mini-assessments, Midterm/Final Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral) • 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2013, 12% (28) will score at or above achievement level 4 or 5 on Algebra I EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (20) of students scored at or above Achievement levels 4 and 5 on Algebra I EOC.	12% (28) will score at or above achievement level 4 or 5 on Algebra I EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Lack of retention, pre-requisite skills, and concepts	• Incorporate vertical teaming in-house and with zone feeder schools to increase focus on math skills, rather than test-taking skills	• Department Chair • District Support Staff • Math Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to discuss with teachers regarding student data and achievement. The CWT will focus on DQ 2. • Pretest/Post-test results will be used to determine areas of weakness and to effectively differentiate instruction. • Formal assessments (BAT 1 and 2, Mini-assessments, Midterm/Final Exams) results will be used to create and modify instructional focus.	• Formal Assessments: (Mini-assessments, Midterm/Final Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral)
2	• Inconsistencies in students receiving rigorous coursework	• AP & Math Test Specs Training for teachers. Teachers will use the Item specs to find additional instructional resources to effectively teach the benchmarks according to the content limits outlined in the Item Specifications. • Teacher training on SAT, ACT, PERT examinations. Teachers will use the training to align instruction to assessed benchmarks and incorporate the use of high cognitive complexity questioning aligned with college readiness exams.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
3	• Students do not understand how the content is related to real-world application.	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool

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%.

Algebra Goal #

3A : By the year 2016-2017, 93% of students taking the Algebra 1 EOC assessment will score at or above grade level (3 or above) thereby decreasing our achievement gap by 50%.

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

	43% (116) stude	53% of students	63% of students	73% of students	83% of students	

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 Algebra. Algebra Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 35% (6) Black: 53% (83) Hispanic: 44% (24) Asian: N/A American Indian: N/A of subgroup students did not make satisfactory progress in Algebra.	White: 32% (5) Black: 50% (79) Hispanic: 41% (22) Asian: N/A American Indian: N/A of subgroup students will not make satisfactory progress on Algebra EOC assessment.

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 attending tutoring to receive additional practice and assistance afterschool. • Students not completing homework assignments.	• Students will be encouraged to attend 21st Century Afterschool Program. • Students will be encouraged to attend Saturday School. • Provide extra credit incentives.	• Department Chair • Math Department	• Sharing Best Practices • Sign-In Logs for Tutoring	• Data Chats
2	• Students do not understand how the content is related to real-world application.	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
3	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• Formal Assessments: (Mini-assessments, Midterm/Final Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral) • Ongoing Data Chats
4	• Students lack reading comprehension skills.	• Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT

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 Algebra. Algebra Goal #3C:	In 2013, only 63% (5) will not make satisfactory progress son the Algebra I EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6) students did not make satisfactory progress on Algebra I EOC	63% (5) students will not make satisfactory progress on Algebra I EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Students lack the basic literacy skills needed to grasp grade level content	• Vocabulary and language development • Model metacognitive skills • Guided interaction practices	• Reading Coach • Reading Department Administrator • Reading Department Teachers	• Authentic Formative Assessments • FCIM	• Marzano's Effective Teachers • CWTs
2	• Teachers lack differentiation techniques to adequately address language barriers.	• Professional Development rolled out during Grade Level and Department Meetings	• Dawn Graber, Assistant Principal • Math Department Administrator	Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades
3	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Administrators • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• Formal Assessments: (Mini-assessments, Midterm/Final Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral) • Ongoing Data Chats
4	• Students do not understand how the content is related to real-world application	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool

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.	N/A

Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (10) of students did not make satisfactory progress in Algebra 1.	47% (9) of students will not make satisfactory progress in Algebra 1.

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 lack reading comprehension skills.	• Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
2	• Students lack mathematics vocabulary skills	• Math teachers will receive training on incorporating effective mathematics vocabulary skills into lessons through the use of interactive word walls, root analysis, and word maps	• Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement. • Creation of an action plan based on CWT feedback	• CWT • Action Plan
3	• Students do not understand how the content is related to real-world application.	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
4	• Students unfamiliar with online assessment platforms	• • Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• CWT • Marzano's Evaluation Tool

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:	In 2013, only 48% (91) will not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:

51% (96) students did not make satisfactory progress in Algebra 1.	48% (91) students will not make satisfactory progress in Algebra 1.

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 lack reading comprehension skills	Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
2	• Students do not understand how the content is related to real-world application	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
3	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) Computer usage reports	• CWT • Marzano's Evaluation Tool

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (91) of students scored at Achievement Level 3 in Geometry	42% (98) of students will score at Achievement Level 3 in Geometry.

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
	• Lack of retention and pre-requisite skills and concepts	• Increase consistent student engagement with course material through push-ins, and spiral approach.	• Department Chair • Math Curriculum Administrator • District Support	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to discuss with teachers	• Formal Assessments: (Mini-assessments, Midterm/Final

1		• Incorporate vertical teaming in-house and with zone feeder schools to increase focus on math skills, rather than test-taking skills.	Staff	regarding student data and achievement. The CWT will focus on DQ 2. • Targeted students will engage in mathematics tutorials through pullouts/push-ins conducted by department chair and teachers during student elective periods in order to reinforce concepts and skills. • Pretest/Post-test results will be used to determine areas of weakness and to effectively differentiate instruction. • Formal assessments (BAT 1 and 2, Mini-assessments, Midterm/Final Exams) result will be used to create and modify instructional focus.	Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral) • Ongoing Data Chats & Logs
2	• Students lack reading comprehension skills.	• Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
3	• Students do not understand how the content is related to real-world application	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
4	• Students do not understand how the content is related to real-world application	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
5	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• CWT • Marzano's Evaluation Tool

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:	28 or 12% of students taking the Geometry End of Course exam will score score at or above an Achievement level 4 on the assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (22) of students scored at or above Achievement Level 4 and 5 in Geometry.	12% (28) of students will score at or above Achievement Level 4 and 5 in Geometry.

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 retention, pre-requisite skills, and concepts	• Increase consistent student engagement with course material through push-ins and spiral approach • Incorporate vertical teaming in-house and with zone feeder schools to increase focus on math skills, rather than test-taking skills	• Department Chair • District Support Staff • Math Curriculum Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to discuss with teachers regarding student data and achievement. The CWT will focus on DQ 2. • Targeted students will engage in mathematics tutorials through pullouts/push-ins conducted by teachers in a collaborative fashion in order to reinforce concepts and skills. • Pretest/Post-test results will be used to determine areas of weakness and to effectively differentiate instruction. • Formal assessments (BAT 1 and 2, Mini-assessments, Midterm/Final Exams) results will be used to create and modify instructional focus.	• Formal Assessments: (Mini-assessments, Midterm/Final Exams, Mock Assessment BAT 1 & 2) • Informal Assessments: (Observation, Oral
2	• Inconsistencies in students receiving rigorous coursework	• AP & Math Test Specs Training for teachers. Teachers will use the Item specs to find additional instructional resources to effectively teach the benchmarks according to the content limits outlined in the Item Specifications. • Teacher training on SAT, ACT, PERT examinations. Teachers will use the training to align instruction to assessed benchmarks and incorporate the use of high cognitive complexity questioning aligned with college	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool

		readiness exams			

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%.	Geometry Goal # 3A : 89% (207) students will demonstrate proficiency on the Geometry EOC by scoring a level 3 or above by 2016-17.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Baseline data 2	59% (137) of st	69% (160) of st	79% (184) of st	

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:	We will reduce the percent of students not demonstrating proficiency on the Geometry EOC by three percent in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 56% (14) Black: 50% (70) Hispanic: 54% (33) Asian: 25% (1) American Indian: 0% of students in each subgroup did not make satisfactory progress in Geometry.	White: 52% (13) Black: 47% (65) Hispanic: 51% (31) Asian: 0% (0) American Indian: 0% of students in each subgroup will not make satisfactory progress in Geometry.

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 lack reading comprehension skills.	Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
2	• Students do not understand how the content is related to real-world application	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
3	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• CWT • Marzano's Evaluation Tool

		• Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.			
4	• Students attending tutoring to receive additional practice and assistance afterschool. • Students not completing homework assignments.	• Students will be encouraged to attend 21st Century Afterschool Program. • Students will be encouraged to attend Saturday School. • Provide extra credit incentives.	• Department Chair • Math Department	• Sharing Best Practices • Sign-In Logs for Tutoring	• 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 subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (12) of students did not make satisfactory progress in Geometry.	72% (12) of students will not make satisfactory progress in Geometry.

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 lack the basic literacy skills needed to grasp grade level content.	• Vocabulary and language development • Model metacognitive skills • Guided interaction practices	• Reading Coach • Reading Department Administrator • Reading Department Teachers	• Authentic Formative Assessments • FCIM	• Marzano's Observation Tools • CWTs
2	• Students need more practice with online assessments.	• Implementation of Learning Station. • Use of modeling, graphic organizers, and visuals to make essential information easily recognizable.	• Math Department Chair • Math Department Administrator	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement.	• Mini-Assessment results will be used to determine area of weakness and to effectively differentiate instruction. • BAT results used to create Instructional Focus and predict proficiency.
3	• Minimum differentiation techniques to adequately address language barriers.	• Professional Development rolled out during Grade Level and Department Meetings	• Dawn Graber, Assistant Principal	Florida Continuous Improvement Model (FCIM) Process	• Mini Benchmark Assessments (MBA), Benchmark Assessments and quarterly grades
4	• Students do not understand how the content is related to real-world application.	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool

		word problems that are in alignment with the EOC exam.			
5	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• CWT • Marzano's Evaluation Tool
6	• Students lack reading comprehension skills	• Teachers will incorporate additional word problems into their lessons that make real world connections.	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (10) of students did not make satisfactory progress in Geometry.	56% (9) of students will not make satisfactory progress in Geometry.

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 lack reading comprehension skills	• Teachers will incorporate additional word problems into their lessons that make real world connections	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
2	• Students lack mathematics vocabulary skills	• Math teachers will receive training on incorporating effective mathematics vocabulary skills into lessons through the use of interactive word walls, root analysis, and word maps.	• Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats with teachers regarding student data and achievement. • Creation of an action plan based on CWT feedback	• CWT • Action Plan
3	• Students do not understand how the content is related to real-world application.	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with	• CWT • Marzano's Evaluation Tool

		situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.		teachers regarding student data and achievement.	
4	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• CWT • Marzano's Evaluation Tool

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (97) of students did not make satisfactory progress in Geometry.	50% (91) of students will not make satisfactory progress in Geometry.

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 lack reading comprehension skills	• Teachers will incorporate additional word problems into their lessons that make real world connections	• Math Curriculum Administrator • Department Leader	• Classroom Walkthroughs (CWT) • Teacher-created assessments	• Data Chats • CWT
2	• Students do not understand how the content is related to real-world application	• PE Classes will support mathematics by chartings, calculating physical activities and nutrition analysis in order to identify how it connects to real-world situations. • Math teachers will target more real-world word problems that are in alignment with the EOC exam.	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs (CWTs) and assessment results will be used as a tool to conduct data chats and one-on-one conferences with teachers regarding student data and achievement.	• CWT • Marzano's Evaluation Tool
	• Students unfamiliar with online assessment platforms	• Utilize online assessments to increase students comfort level with online assessments • Students will be trained using EPAT software in the testing	• Math Curriculum Administrator • Department Chair	• Classroom Walkthroughs • Assessment results (mini-assessments, BAT) • Computer usage reports	• CWT • Marzano's Evaluation Tool

3		lab for practice. • Mini assessments will be taken on computer using Learning Stations software. • Students will also use assessment software such as E2020, FCAT Explorer, and Pearson Success for online practice.			
4	• Students attending tutoring to receive additional practice and assistance afterschool. • Students not completing homework assignments	• Students will be encouraged to attend 21st Century Afterschool Program. • Students will be encouraged to attend Saturday School. • Provide extra credit incentives.	• Department Chair • Math Department	• Sharing Best Practices • Sign-In Logs for Tutoring	• Data Chats

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
Test Item Specifications	Mathematics	Department Chair	PLC	Early Release	Collegial discussions CWTs	Department Chair Administration
Differentiated Instruction	Mathematics	Department Chair	PLC	Monthly department meetings and on-going	Collegial discussions and CWTs	Department Chair Administration
Use of ESE and ESOL strategies	Mathematics	Department Chair ESE Coordinator ESOL Coordinator	Math Teachers	Pre-planning weeks and monthly department meetings	Collegial discussions and CWTs	Department Chair Administration
Promethean	Mathematics	District Personnel Department Chair	Math Teachers PLC	Monthly department meetings and PSD	Collegial discussions and CWTs	Department Chair Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Test Item Specifications	Substitute Teachers	SAC	$400.00
STEM Parent Night	Refreshment/projects	TBA	$400.00
			Subtotal: $800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promethean Board in Classroom	Integrate the relevance of mathematics through interaction	SAC	$2,400.00
Calculators	Student use	SAC	$400.00
			Subtotal: $2,800.00
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: $3,600.00

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:	In 2013, 50% of the FAA eligible students will score a Level 4, 5 or 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students scored level 4, 5, and 6 in science	50% (1) student will score level 4, 5, and 6 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge to be successful on the Science portion of the FAA	• Teachers will place an order for FAA Science practice materials • Use of manipulatives and appropriate accommodations to meet needs of students.	• Science AP • Science Department Leader • ESE Specialist	• Florida Continuous Improvement Model	• FAA Science Practice Exams
2	• Teachers lack knowledge of access point benchmarks.	• Professional Development on Access Point Benchmarks in CPalms.	• Science AP • Science Department Leader • ESE Specialist	• Florida Continuous Improvement Model	• FAA Science Practice Exams

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:	In 2013, 50% of the FAA eligible students will score a Level 7
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students scored level 4, 5, and 6 in science	50% (1) student will score level 7 on the Science FAA

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 lack background knowledge to be successful on the Science portion of the FAA	Teachers will place an order for FAA Science practice materials	• Science AP • Science Department Leader • ESE Specialist	• Florida Continuous Improvement Model	• FAA Science Practice Exams

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. Biology Goal #1:	46%(143) of students will score a level 3 on the Biology EOC Examination
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (122) of 10th graders scored a level 3 on the Biology EOC Examination.	42% (131) of students will score a level 3 on the Biology EOC Examination.

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 lack Biology content knowledge.	• Lesson planning that incorporates proper sequencing, pacing, and use of content limits based on Test Item Specifications. • Use of Pre-Test to identify students' prior knowledge and misconceptions • Utilization of the 5E Model of Instruction for creating inquiry lessons. • Use of laboratory assignments to reteach and reassess student knowledge of benchmark. • Earth/Space science teachers will introduce assessed Biology benchmarks so that depth and cognitive complexity can be covered in Biology.	Assistant Principal, Science Coach, Science Department Chair	• Lesson plan collaboration • Monthly subject area meeting minute logs that document pacing, sequencing, activities that address the cognitive complexity of assessed benchmarks and teacher/student needs.	• Formative Assessments (district mini-assessments, BAT 1 and BAT 2, Teacher made assessments) • Informal Assessments
	• Students' lack	• Teachers will use	• Science	• Monthly Lesson Plan	• Formative

2	adequate reading skills and strategies to effectively read on or above grade level textbooks.	Common Core Reading/Writing anchor standards to increase rigor/expectation in classroom. • Lesson plans incorporate multiple instructional strategies that address student learning styles (visual, auditory, and kinesthetic) • Use of hands-on inquiry and virtual laboratory experiments for enrichment and reteaching of assessed benchmarks. • Employ reading strategies within content to increase comprehension and mastery of concepts.	Department Chair • Science Curriculum Administrator	Review focused on the use of technology and implementation of CRISS pre-reading strategies • Subject Area planning targeted to improve instructional strategies and focus classroom assessment to cognitive complexity, breadth and depth of benchmarks. • BAT 1 & 2, mini-assessments designed to assess student comprehension of concepts and skill necessary to perform successfully on the EOC examination. This data will also drive reteaching and enrichment of assessed benchmarks	Assessments (district mini-assessments, BAT 1 and BAT 2, Teacher made assessments) • Data Chats
3	• Students' lack retention and stamina	•• Vertical team in-house and with zone feeder schools to structure desired content knowledge and skill. • Spiral questions from previously assessed benchmarks within new content assessments to increase retention. • Incorporation of charts, diagrams, pictures, and item contexts (scenarios) to replicate the cognitive complexity of questions that appears on the Biology EOC Examination. • Creation of online assessments to acclimate students to computer-based testing. (Midterm, Finals, BAT 1 and 2 with District Approval) • Students will participate in periodic eighty (80) minute mock assessments online	• Science Curriculum Administrator • Science Department Chair	• CWTs • Department Collaboration • Sharing Best Practices	• Discipline area formal assessments • BAT 1 & 2 • Mini-Assessments • Meeting Minute Logs

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:	25% of students will score a level 4 or 5 on the Biology EOC examination
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (57) of students scored a level 4 or 5 on the Biology EOC examination.	21% (65) of students will score a level 4 or 5 on the Biology EOC examination

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 lack the background knowledge of the Biology content	• Utilize higher-order questioning techniques when delivering direct and explicit instruction to students • Employ reading strategies within content to increase comprehension and mastery of concepts • Implement hands-on lab experiments to reteach and provide enrichment of the benchmark • Infuse Biology lessons with Differentiated Instruction to increase comprehension.	• Science Curriculum Administrator • Science Department Chair • Science Teachers	• CWTs • Department Collaboration • Sharing Best Practices	• Formal Assessments (district mini-assessments, BAT 1 and BAT 2, Teacher made assessments) • Informal Assessments
2	• Placement of students who have not demonstrated proficiency in reading, math, and/or assessed science benchmarks	• Creation of science progression chart to target and ensure accurate placement of students based on assessment scores and course grades. • Designate cohort of higher achieving students to participate in college preparatory course offerings (AP science/STEM courses) • Creation of high complexity assessments focused on application, analysis, synthesis, and evaluation. • Differentiate Instruction such as the use of Guided vs. Open Inquiry Labs based on student need	• Science Curriculum Administrator • Science Department Chair • Science Teachers • Guidance	• CWTs • Assessment results used to drive instruction and reteaching. • Departmental data chats • Quarterly monitoring of student progress.	• CWTs • Class Grade Graphs (Grade Distribution) • Student D & F list
3	• Students' lack retention and stamina	• Vertical team in-house and with zone feeder schools allowing for structure of ¬-desired content knowledge and skill. • Spiral questions from previously assessed benchmarks within new content assessments to increase retention. • Incorporation of charts, diagrams, pictures, and item contexts (scenarios) to replicate the cognitive complexity of questions that appears on the Biology EOC Examination.	• Science Curriculum Administrator • Science Department Chair	• CWTs • Department Collaboration • Sharing Best Practices	• Teacher created formal assessments • BAT 1 & 2 • Mini-Assessments • Meeting Minute 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
Biology EOC	9-10/Biology	District Support	Biology certified teachers	Summer 2012	Sharing of Best Practices	Science Department Administrator/Science Dept. Chair
Biology EOC Test Item Specification	9-10/Biology and Earth Space Science	District Support Personnel	Biology teachers	PSD and collaborativemeetings	CWTs/Promethean Lab Sign-up	Science Department Administrator
Using Marzano's Instructional Strategies in Science	9-12 Science	TBA	Science/PLC	PSD	Sharing of Best Practices CWTs (Marzano's observation tool)	Science Department Administrator and Science Department Chair
Promethean (Basic, Intermediate, and/or Advanced)	9-12 Science	District Support Personnel Computer Microtech	Science PLC	Early Release Days	CWTs/Promethean Lab Sign-up	Science Department Administrator
Biology EOC Test Item Specification	9-10/Biology and Earth Space Science	District Support Personnel	Biology teachers	PSD and collaborative meetings	PSD and collaborative meetings	Science Department Administrator and Science Department Chair
Common Core	9-12 Science	Department Chair and Reading Coach	School-wide	Department Meetings	CWTs and Formal Assessments	Science Department Administrator and Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Parent Night	Refreshments and projects for parents.	SAC funds	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TI-85 Calculators	Project Based Learning thru CBLs	TBA	$500.00
Brainpop	Online tutorial	SAC funds	$1,500.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis (BAT 1 and 2)	Substitutes to dig into the data	TBA	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,900.00

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. Writing Goal #1a:	90%(293) of the Total number of students tested will make 4.0 in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (254) of the total number of students tested made 3.0 or above in writing	50% (146) of the total number of students tested will make 4.0 or above in writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Students are inconsistent when elaborating in an essay. They exhibit a deficit in ability to provide adequate details and support to enhance their ideas	• 10th Grade PLC with a focus on Sharing Best Practices for elaboration utilizing real life examples. • Implement Writing Across the Curriculum (WAC). Time and focus of students revising their work will be a strong component of the Writing Instructional Focus Calendar • Teachers will model examples of effective elaboration techniques for students. • Students will attend FCAT Writing Camp/Tutorial writing sessions on Saturdays to practice elaborating: providing adequate details and support in their FCAT Writes	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
2	• Students lack experiences that could be used to provide adequate details and support to enhance their ideas. Such as travel, cultural, professional, and recreational experiences, etc	• Students will be exposed to distance learning, field trips, and guest speakers to broaden their exposure to different experiences, concepts, beliefs, lives, etc. • The Springboard curriculum used in English classes, will expose students to multiple writing experiences.	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
3	• Inconsistent correct grammatical use and spelling of advanced vocabulary.	• Teachers across the curriculum will attend PD on usage of advanced vocabulary in writing, • Teachers across the curriculum will require students to include Tier II and Tier III words in writing assignments on a daily basis.	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric

		• Students will attend Saturday Writing Camp to practice			
4	• Lack of student motivation in regard to revising writing assignments	• Teachers will attend training on Writer's Workshop expectations with the Writing AP • Teachers will conference with students via Monthly Writer's Workshop providing praise and direction to encourage motivation. • Teachers will display a Writing Data wall to encourage motivation and friendly competition and provide incentives for class with greatest improvement.	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
5	• Inconsistency in regard to analyzing the writing prompt and planning before composing the essay	• 10th grade English teachers will be trained in "Analyzing the Writing Prompt and Planning (AWPAP)", during PSD. • 10th grade teachers will integrate AWPAP into their Writing Instruction • Students will attend Saturday Writing Camp to practice AWPAP	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
6	• Student's lack of thorough understanding of the FCAT Writes 2.0 Rubric	• 9th and 10th grade teachers across the curriculum will be trained and will use the FCAT Writes 2.0 rubric to grade each writing assignment. • 9th and 10th grade English teachers will train students on effective use of the FCAT Writes 2.0 rubric • Additional practice will be provided during Saturday Camp • Poster size FCAT Writes 2.0 Rubrics will be posted in all 10th Grade English classrooms	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric

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:	83% (5 of 6) students will score a 4.0 or higher on the FAA Writing Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3) of students scored a 4.0 or higher on the FAA Writing Exam	83% (5) students will score a 4.0 or higher on the FAA Writing Exam

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	• Students are inconsistent when elaborating in an essay. They exhibit a deficit in ability to provide adequate details and support to enhance their ideas	• 10th Grade PLC with a focus on Sharing Best Practices for elaboration utilizing real life examples. • Implement Writing Across the Curriculum (WAC). Time and focus of students revising their work will be a strong component of the Writing Instructional Focus Calendar • Teachers will model examples of effective elaboration techniques for students. • Students will attend FCAT Writing Camp/Tutorial writing sessions on Saturdays to practice elaborating: providing adequate details and support in their FCAT Writes	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
2	• Students lack experiences that could be used to provide adequate details and support to enhance their ideas. Such as travel, cultural, professional, and recreational experiences, etc.	• Students will be exposed to distance learning, field trips, and guest speakers to broaden their exposure to different experiences, concepts, beliefs, lives, etc. • The Springboard curriculum used in English classes, will expose students to multiple writing experiences.	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
3	• Inconsistent correct grammatical use and spelling of advanced vocabulary.	• Teachers across the curriculum will attend PD on usage of advanced vocabulary in writing, • Teachers across the curriculum will require students to include Tier II and Tier III words in writing assignments on a daily basis. • Students will attend Saturday Writing Camp to practice	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric
4	• Lack of student motivation in regard to revising writing assignments	• Teachers will attend training on Writer's Workshop expectations with the Writing AP • Teachers will conference with students via Monthly Writer's Workshop providing praise and direction to encourage motivation. • Teachers will display a Writing Data wall to encourage motivation and friendly competition and provide incentives for class with greatest improvement.	• Writing Curriculum Administrator • English Department Chair	• Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). • Monthly data chats via 10th Grade PLC meeting with Writing AP as facilitator.	• Student Portfolio Checks • District Writing Assessments • Classroom Walkthroughs • Florida Writes Rubric

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
Writing Across The Curriculum	9 - 12 All Subject Areas	TBA	School-wide	PSD	FCIM	Writing AP
Vocabulary Through Morphemes	All English Teachers	English Department Leader	All English Teachers	PSD	FCIM and CWT	Writing AP
Developing Action Steps based on Data for mainstream ESE/ESOL students implementing 6 traits strategies	All English Teachers	English Department Leader	All English Teachers	Professional Study Day Fall	FCIM	Writing AP
Analyzing Monthly Practice Writes Data	10th Grade English	TBA	10th Grade English Teachers	Monthly PLC	FCIM and CWT	Writing AP

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assessing Student Work	FCAT Writes 2.0 Rubric/Substitute allocation for PD	TBA	$1,800.00
			Subtotal: $1,800.00
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: $1,800.00

End of Writing Goals

U.S. History End-of-Cource (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
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. 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

No Data Submitted

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:	In 2013, the average daily attendance will reach 92%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90.3% ()	92%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
485	385
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
27	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	Lack of parental support in regards to getting their child to school on time.	• Parent contact made through the School Social Worker • Pinnacle training where parents sign up for attendance alerts. • Initiative to get current contact information. • Market school website as a resource for parents to find out schedule, early release days, exam schedules, interim reports and report card take home. • Motivational incentives for lowest quartile students that demonstrate a pattern of attendance.	• School Website Administrator • Foundations Team • SAC Chair • School Social Worker	• Data analysis of attendance report from Data Warehouse conducted by administration	• Comparison reports from previous quarter and school year
2	• Small percentage of students demonstrate intrinsic motivation to attend school	• Monthly review of those students that exhibit poor attendance. • Devise an attendance plan for identified students. • Provision of extrinsic motivational incentives.	• School Website Administrator • Foundations Team • SAC Chair • School Social Worker	• Data analysis of attendance report from Data Warehouse conducted by administration	• Comparison reports from previous quarter and school year
3	• Parents have limited information on the importance of regular attendance.	• Provide parents with more attendance information via school website, emails and parent link. • Teachers contact parents when students accumulate 3 or more unexcused absences.	• School Website Administrator • Foundations Team • School Social Worker	• Data analysis of attendance report from Data Warehouse conducted by administration	• Comparison reports from previous quarter and school year
4	• Chronic accumulation of excused absences.	• Provide incentives to those students who show improvement in with their attendance	• Administration • Foundations Team • Community Liaison and • School Social Worker	• Data analysis of attendance report from Data Warehouse conducted by administration	• Comparison reports from previous quarter and school year

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Team	9 - 12	Frederica Carter John Battle Lezette Johnson	School-wide	Professional Study Day	Quarter Data Attendance Reports	Grade Level Attendance Administrator and Foundations Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Randy Sprick's Start on Time Program	Start on Time Curriculum/Incentive Program	TBA	$10,000.00
			Subtotal: $10,000.00
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: $10,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease of the total number of suspensions by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
388	349
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
249	224
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
91	82
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
76	67
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Teachers lack knowledge and time to implement RtI	• Teachers will attend refresh training on RtI (Response to Intervention). • Effective implementation of RtI process. • Time allotted during PSD days to address RtI student concerns.	• Administrative Team (Principal and Asst. Principals) • Hattie Giles, Guidance Director • Foundations Team	• Data collection and analysis of Data Warehouse (DWH) and Discipline Management System (DMS)	• Incident and Suspension Data in DMS
2	• Some teachers lack strategies to address and reduce inappropriate behavior	• Provide ChAMPS refresher course. • Implement Tier I Strategies and positive behavior support. • Review School Discipline Plan. • Align curriculum with students' future goals. • Encourage student enrollment in classes of interest	• Administrative Team (Principal and Asst. Principals) • Hattie Giles, Guidance Director • Foundations Team	• CWTs • Monitoring the number of referrals in DMS	• Incident and Suspension Data in DMS
3	• • Students lack knowledge of on campus mentoring opportunities	• Market programs through school website, clubs/organizations, recruitment and teacher recommendation. • Students assigned appropriately to Carter Cares, S.M.I.L.E. and SWAG	• Administrative Team (Principal and Asst. Principals) • Hattie Giles, Guidance Director • Foundations Team	• Data Collection of Community Service Hours, Quarterly Report Cards, PERT scores, PTSA/SAC Membership, and School Climate Surveys	• Comparison of quarter grades, Community Service, and PERT (College Readiness) • Graduation Rate
4	• Students lack the ability to interact appropriately with peers	• Students who are involved in peer conflicts will be offered a Peer Conflict Resolution Workshop . • Assemblies offered to address concerns. • Motivational incentives for behavior modification. • Assigning peer mentors	• Administrative Team (Principal and Asst. Principals) • Hattie Giles, Guidance Director • Foundations Team	• Monitoring the number of referrals in DMS • Monitor the number of Peer Counseling Referrals • Increase in the use of Conflict Mediation	• Incident and Suspension Data in DMS

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
Champs	All Subject Areas	Foundations Team	School-wide	Pre-planning/ PSD	CWTs	Administrators
RtI	All Subject Areas	Foundations Team	School-wide	TBA	CWTs	Administrators

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
Managing School Website	maintaining website	TBA	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

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: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Please refer to the percentage of students who dropped out during the 2011-2012 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students withdrawing without identifying the next school/coding in TERMS	Exit interview completed by counselor and student and entered into TERMS by Information	Assistant Principal	Review of withdrawal reports	Report generated from TERMS

		Management Technicians			
2	Poor attendance	Refer students with chronic absences to Counselor/Social Worker/Community Liaison	Assistant Principals Teachers Counselors	Review of attendance reports	Attendance reports
3	Students with deficits in credits and low GPAs	Students participate in APEX classes Tutoring Sessions after school and on Saturday Parent/teacher/student conferences	Counselors	Review report cards and academic history to determine credits earned	Final grades and credits earned
4	Students with deficits in graduation requirements	Raise awareness of deficits by means of individual chats using graduation status sheets	Counselors Principal Grade level administrator	Decrease in identified deficits	Graduation status sheets

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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
FLVS training	11th/12th Grade	District Trainer	Teachers of online courses.	TBA	CWTs and Student Completion Rates	Assistant Principal and Guidance Director
Framework for Understanding The Black Male Dropout Rate (Book Study)	All teachers	District	School-wide	TBA	Student Grades	Assistant Principal and Guidance Director

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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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Average of 56 parents attend parent trainings and SAC/PTSA meetings.	Average of 70 parents attend parent trainings and SAC/PTSA meetings.

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	• Outdated/disconnected contact information	• Create a parent email list. • Collection of emergency cards and entrance in TERMS.	• Administrators • Guidance Data clerk	N/A• Accessible contact information available for all stakeholders. • Increased involvement in PTSA/SAC	Teacher response to contact
2	• Access to technology	• Encourage involvement in Comcast Internet/Laptop program. Use 21st century and Saturday Camp for access to technology.	• Dawn Graber • SAC Chair	• Increased involvement in PTSA/SAC	
3	• Motivating participation	• Personalize invitation • Recruiting volunteers • Building community relations • Giving stakeholders a voice.	Dawn Graber SAC Chair PTSA president	• Parent Enthusiasm • Parent /StudentVolunteer record	SAC attendance rosters

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

Keys to Success Parent Night	All Grade Levels	Guidance Dept., Coach, Department chairpersons	Parents/Guardians of Hallandale High School Students	Parent Night	Customer Service Survey	Latanga Igberease
Planning Your Child's Future	All	SAC Chair/ PTSA Pres.	Parents/Guardians of All Hallandale High School Students	Open House	Contact/ Invitations/ Thank You	Dawn Graber/ SAC Chair
Parent Pinnacle Training	All	SAC Chair	SAC/PTSA/SAF Parents	October SAC	Customer Service Survey	Dawn Graber
Literacy Night	All	SAC Chair and Reading Coach	SAC/PTSA/SAF Parents	December	Parent Contact and Rosters	Dawn Graber/SAC Chair

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:	To increase the enrollment in STEM classes by 30% (12) and participate in a district wide robotics competition.

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	• First year of implementation building the program	• Professional Development • Partnership with schools who have successfully developed a STEM program. • Building materials to compete with other	• STEM Administrator • Magnet Coordinator • STEM teachers	• FCIM	• Marzano's Evaluation Tool

		programs.			
2	• Integrating STEM curriculum in science, technology, and mathematics courses	• Professional Development • Departmental Collaborations • Cross-curricular research projects	• STEM Administrator • Magnet Coordinator • STEM teachers	• FCIM	• Marzano's Evaluation Tool

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
Effective STEM practices	9-12	TBA/District	Science and mathematics teachers	January	CWTs	Science and Mathematics administrator

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
Robotics machinery and parts	Circuits and materials to build a robot and program it.	TBA	$3,000.00
Computers	Research and programming	TBA	$2,000.00
			Subtotal: $5,000.00
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: $5,000.00

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	To increase percent of students that pass the Industry Certification Exams (CAPE academies) by 10% (35

CTE Goal #1:	students) in the areas of: Television Production Communication Technology Electronic Business Enterprise

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 technology access during the school day	Students will be encouraged to participate in Saturday School to build their skills before taking the Industry Certification Exams	Marilyn Santiago, Magnet Coordinator Latanga Igberease, Assistant Principal Marcia Notkin, Department Leader	Florida Continuous Improvement Model	Industry Certification Exam
2	100% of teachers are not Car-PD trained	Teachers will be strongly encouraged to complete CAR-PD training	Marilyn Santiago, Magnet Coordinator Latanga Igberease, Assistant Principal Marcia Notkin, Department Leader	Florida Continuous Improvement Model	Industry Certification Exam
3	Time/50 minute class periods	Plan extended periods for industry certification practice	Marilyn Santiago, Magnet Coordinator Latanga Igberease, Assistant Principal Marcia Notkin, Department Leader	CTACE Database	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

New Desktop Computers for TV Production classes	Editing software can run efficiently	TBA	$5,000.00
			Subtotal: $5,000.00

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
Employee Certified Teacher to instruct these Industry Certification Courses	Certified Teacher to teach on Saturday	City of Hallandale Partnership Grant	$3,500.00
			Subtotal: $3,500.00
			Grand Total: $8,500.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Articles of the Week	Copies of Articles	School Budget	$2,700.00
CELLA	Rhetorical Triangle	Copies of Articles	School Budget	$2,700.00
Mathematics	Test Item Specifications	Substitute Teachers	SAC	$400.00
Mathematics	STEM Parent Night	Refreshment/projects	TBA	$400.00
Science	STEM Parent Night	Refreshments and projects for parents.	SAC funds	$400.00
Writing	Assessing Student Work	FCAT Writes 2.0 Rubric/Substitute allocation for PD	TBA	$1,800.00
Attendance	Randy Sprick's Start on Time Program	Start on Time Curriculum/Incentive Program	TBA	$10,000.00
				Subtotal: $18,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Online Computer Practice	Study Island and E20/20	School Budget	$20,000.00
Mathematics	Promethean Board in Classroom	Integrate the relevance of mathematics through interaction	SAC	$2,400.00
Mathematics	Calculators	Student use	SAC	$400.00
Science	TI-85 Calculators	Project Based Learning thru CBLs	TBA	$500.00
Science	Brainpop	Online tutorial	SAC funds	$1,500.00
Suspension	Managing School Website	maintaining website	TBA	$1,000.00
STEM	Robotics machinery and parts	Circuits and materials to build a robot and program it.	TBA	$3,000.00
STEM	Computers	Research and programming	TBA	$2,000.00
CTE	New Desktop Computers for TV Production classes	Editing software can run efficiently	TBA	$5,000.00
				Subtotal: $35,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Identifying ELL student needs based on ELL Classification	ESOL Folder with copies from ELL Handbook	School Budget	$50.00
Science	Data Analysis (BAT 1 and 2)	Substitutes to dig into the data	TBA	$2,500.00
				Subtotal: $2,550.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Employee Certified Teacher to instruct these Industry Certification Courses	Certified Teacher to teach on Saturday	City of Hallandale Partnership Grant	$3,500.00
				Subtotal: $3,500.00
				Grand Total: $60,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority Focus Prevent NA

Are you a reward school: ○ Yes ○ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be used to purchase technology and other budgeted monies listed within our SIP.	$7,913.00

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

We will work to recruit Hispanic male parents and/or guardians to increase the male demographic and Hispanic as well. Parents will be contacted via phone to solicit interest.s

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 HALLANDALE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	64%	78%	29%	196	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	42%	69%			111	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?	53% (YES)	56% (YES)			109	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					426	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District HALLANDALE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	28%	60%	85%	24%	197	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	42%	70%			112	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	67% (YES)			113	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					432	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested