FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BOYD H. ANDERSON HIGH SCHOOL

District Name: Broward

Principal: Angel Almanzar

SAC Chair: Valerie Patterson

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/21/2012

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

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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	Angel Almanzar, Principal	M.S. Ed (in Educational Leadership) B.A. (Spanish Certification)	3	9	Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% Boyd Anderson HS 2010-2011 Grade: D Reading Mastery: 23% Reading Learning Gains: 36% Reading Gains Lowest 25%: 48% Math Mastery: 58% Math Learning Gains: 63% Math Gains Lowest 25%: 52% Writing Mastery: 72% Science Mastery: 21% 0% of subgroups met AYP status Seminole Middle 2009-2010 Grade: A Reading Mastery: 71% Reading Learning Gains: 68%

					Reading Gains Lowest 25%: 64% Math Mastery: 74% Math Learning Gains: 73% Math Gains Lowest 25%: 74% Writing Mastery: 92% Science Mastery: 47% 50% of subgroups met AYP status
Assis Principal	Joyce Toran	MA Ed, Urban Teacher Education, Type 75 Certificate Administration and Supervision BA Ed, Special Education	3	32	Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% Boyd Anderson HS 2010-2011 Grade: D Reading Mastery: 23% Reading Learning Gains: 36% Reading Gains Lowest 25%: 48% Math Mastery: 58% Math Learning Gains: 63% Math Gains Lowest 25%: 52% Writing Mastery: 72% Science Mastery: 21% 0% of subgroups met AYP status 2009-2010 Chicago Public School System 2008-2009 Chicago Public School System
Assis Principal	Alison Trautmann	Masters in Educational Leadership, Professional Certificate, Middle Grades General Science 5-9, Educational Leadership K-12 19 years in the system, 8 as an AP	2	9	Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% Stranahan HS 2010-2011 Grade: D Reading Mastery: 41% Reading Learning Gains: 45% Reading Gains Lowest 25%: 45% Math Mastery: 75% Math Learning Gains: 74% Math Gains Lowest 25%: 58% Writing Mastery: 84% Science Mastery: 39% 0% of subgroups met AYP status Stranahan HS 2009-2010 Grade: B Reading Mastery: 43% Reading Learning Gains: 48% Reading Gains Lowest 25%: 36% Math Mastery: 74% Math Learning Gains: 73% Math Gains Lowest 25%: 56% Writing Mastery: 90% Science Mastery: 37% 0% of subgroups met AYP status
Assis Principal	Linda Humphrey	Masters in Exceptional Student Education Ed Leadership K-12 Reading Endorsement ESOL Endorsement	2	2	Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% Hallandale HS 2010-2011 Grade: pending Reading Mastery: 25% Reading Learning Gains: 42% Reading Gains Lowest 25%: 53% Math Mastery: 64% Math Learning Gains: 69% Math Gains Lowest 25%: 56% Writing Mastery: 78% Science Mastery: 29% 0% of subgroups met AYP status Hallandale HS 2009-2010 Grade: C Reading Mastery: 28% Reading Learning Gains: 42% Reading Gains Lowest 25%: 46% Math Mastery: 60% Math Learning Gains: 70% Math Gains Lowest 25%: 67% Writing Mastery: 85% Science Mastery: 24% 0% of subgroups met AYP status

Assis Principal	Leslie Farr	Masters in Educational Leadership, Professional Certificate - Physical Education & Health K-12, Educational Leadership K-12	1	7	Clarke County High School 2008-2010 Made AYP English 93% Math 87% History 91% Science 83% 2010-2011 Did not make AYP English 96% Math 84% History 91% Science 89% 2011-2012 Did not make AYP English 87% Math 79% History 80% Science 90%

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	Linda Kal Sander	University of Florida Bachelor of Science in Broadcasting 1983 Certification: English 5-9 Reading ESOL: Practicum completed, waiting on endorsement from DOE	2	7	Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% Pompano Beach Middle School 2010-2011 Grade: B Reading Mastery: 64% Reading Learning Gains: 63% Reading Gains Lowest 25%: 66% Math Mastery: 65% Math Learning Gains: 63% Math Gains Lowest 25%: 60% Writing Mastery: 88% Science Mastery: 38% 0% of subgroups met AYP status Pompano Beach Middle School
Math	Maxine Spadaro	State University of New York @ Oneonta Degree: Bachelor of Science - Elementary Education Certification: Mathematics 6-12 Mathematics 5-9 ESOL Endorsement	1	8	2011-2012 Blanche Ely High School Pompano Beach, Florida Grade: Pending 53% Proficiency 58% made learning gains in mathematics 45% of lowest 25% made learning gains in mathematics 2010-2011 Hallandale High School, Hallandale Beach, Florida Grade: C AYP: 85% AYP Math: Hispanic did NOT make adequate yearly progress AYP Reading: Black, Hispanic and Economically Disadvantaged did NOT make adequate yearly progress Math Mastery: 64% 69% made learning gains in mathematics 56% of the lowest 25% made learning gains in mathematics 2009-2010 McNicol Middle School Hollywood, Florida School grade: C AYP: 82% AYP Math: Black, Hispanic and Economically Disadvantaged did NOT make adequate yearly progress AYP Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress Math Mastery: 53% 54% made learning gains in mathematics 57% of the lowest 25% made learning gains in Math
Science	Tia Davis	Microbiology/Zoology Biology/Educational Leadership	1	1	Last school 100% EOC pass rate

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. Advertise open positions through the BCPS job advertisement system.	Principal and Administration	August 2012	
2	2. New teachers are required to attend the New Teacher Academy. They will receive an overview of course curriculum, effective instruction, and classroom management.	NESS Coach/Administration	August 2012	
3	3. New teachers are assigned a coach/mentor via the New Educator Support System (NESS). Teachers attend monthly learning community meetings at the school site.	NESS Coach	August 2012	
4	4. Teachers (other than new teachers) found in need of support will be provided a coach.	Administration, Intructional Coaches and NESS Coach	August 2012	
5	5. Teachers retention will be maintained through professional development that will be developed and implemented once a week utilizing 30 minutes before classes start.	Curriculum Leaders, Coaches and Administrator	August 2012, On - going	

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
4 teachers signed out of field waivers but received an effective rating	Teachers are taking classes necessary to be in field.

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
108	0.0%(0)	19.4%(21)	42.6%(46)	38.0%(41)	62.0%(67)	97.2%(105)	12.0%(13)	2.8%(3)	61.1%(66)

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
Elizabeth Bills	Shondra Bennett	Ms. Bills is a veteran teacher with 30+ years professional teaching experience.	Monthly Ness meetings, weekly PLC meetings, support as needed.
Ashley Underhill	William Ledegang	Ms. Underhill is the Health and Wellness Magnet Coordinator.	Monthly Ness meetings, weekly PLC meetings, support as needed.
		Ms. Spadaro	

Maxine Spadaro	Adam Fullilove	is the Math Coach. She has over 30 years teaching experience	Monthly Ness meetings, weekly PLC meetings, support as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Homeless students are referred to the School Social Worker and the District's Homeless Coordinator for support services. These services include transportation, counseling, and special communication to staff as necessary. In addition, they are tracked and referred through the Homeless Education Program which is a district initiative.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Violence Prevention Programs include:
• Guidance small group counseling
• Anti-Bullying
• Peer Counseling Groups
• Character Education
• Posters
• Social Worker Alcohol and drugs prevention discussions
• Crime watch
• SRO classroom visits

The school resource officer has the largest student Crime Watch Program in the district. The student Crime Watch Programs have been successful in decreasing the school's critical incident numbers. Peer Counseling groups are set up on a weekly basis (or daily depending on the needs/program). Posters and signs are posted throughout the school to stop violence and to encourage character education. The School Social Worker visits classrooms on a monthly basis to discuss the effects of alcohol and drugs.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Allied Health Program
Auto Service Technology
Culinary Arts 1,2 & 3
Accounting Operations
Academy of Finance
First Responder
Manufacturing and Global Logistics Academies

Job Training

The following classes afford students the opportunity for job training:
• Teaching Assistant Program Exploring Teaching 1 & 11
• Technology Studies
• Auto mechanics
• Certified Nursing Assistant Program(CNA)
• First Responder 3 Program
• Culinary Arts Programs
Boyd H. Anderson High School seniors are partnered with Work Force One to learn job readiness and customer service skills.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.
Principal
All Grade Level Administrators
All Guidance Counselors
Reading Coach
Math Coach
Science Coach
ESE Specialist
ESOL Coordinator
Behavior Specialist
School Social Worker
School Psychologist
Various teachers and/or teacher leaders as appropriate
Parents/Students as appropriate

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 leadership team will meet quarterly for training and updates on district requirements. The Guidance Director coordinates/facilitates the bi-weekly meetings to address academic and/or behavioral concerns of all students. The RtI team focuses on providing a multi-tiered system of student support. The team reviews existing data, identifies additional data collection needs, develops a hypothesis, and then designs interventions to address concerns and develop an intervention plan. The Grade level Guidance Counselors serve as case managers and designate selected RtI members to collect and analyze the tiered data. Tier 1-In consultation with colleagues, the teacher tries universal, evidence-based interventions. Tier 2-In consultation with several team members the teacher tries targeted, evidence-based interventions. Tier 3-Using the full team support, teachers and others try intensive, evidenced-based interventions. Data is stored and tracked in the school's database-Super Cobra. Depending on the evidence-based intervention, appropriate data will be collected using selected criteria specific to the evidence-based intervention being implemented. Review of the data occurs regularly and the need for a

higher tiered evidenced-based intervention is evaluated.

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

The role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan is to work with the CPS/RtI case managers, administrators, guidance counselors, teachers, and parents to develop the SIP. The RtI Leadership Team will have a representative at each SAC meeting to assist in the development and review of the SIP. All guidance staff will manage the school wide behavior plan. The RtI problem solving process was used in the development of the SIP and will be used in its implementation to guide our focus for the year.

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.

A variety of data source(s) utilized are:
Benchmark Assessment Test (BAT)
Florida Comprehensive Assessment Test (FCAT)
BEEP Mini Assessments
Florida Assessments for Instruction in Reading (FAIR)
Data Warehouse Reports
Pinnacle reports
DMS
Cobra Connections
Virtual Counselor
TERMS
Classroom observations using a variety of collection methods
Counselor and agency reports
Diagnostic Assessment for Reading (DAR)
District/Monthly Writing Assessments
Functional Behavior Plans
The data management system(s) utilized are Super Cobra and Pinnacle.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will receive training in RtI during a scheduled leadership meeting. Selected members will attend district and state trainings as offered. All staff will receive training during staff development times throughout the year.

Describe the plan to support MTSS.

The team will meet every Monday to discuss behavior, attendance and academic data.
PLC will be used to analyze data, develop a prescriptive focused calendar based for benchmarks needing improvement.
Comprehensive remediation program and extended learning opportunities will be provided to support the MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the following members:
Angel Almanzar, Principal; Alison Trautmann Assistant Principal; Joyce Toran, Assistant Principal; Linda Humphrey, Assistant Principal; Leslie Farr, Assistant Principal
Linda Kal Sander, Reading Coach; Jeana Graham, Reading Curriculum Leader; Elizabeth Bills, English Curriculum Leader; Valerie Patterson, Curriculum Leader; Sandi Oscar, ESE Chair and ESE Specialist; David Katz, Media Specialist and Curriculum Leader; Mike Angelo, Social Studies Curriculum Leader; Kara Woodard-Davis, Guidance Director, Mishka Corbitt, IB Coordinator; Ashley Underhill, Health/Wellness Coordinator; Eddie Oliver, Student Government Association President

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

The Literacy Leadership Team will meet monthly to ensure the meeting of the School Improvement goals. The team will collate teacher/student and teacher/administration/coach data chat information into a plan of action for school-wide literacy. They will reflect on instructional practices and make suggestions to redesign instruction as needed, promote and share activities designed to promote literacy, integrate the Common Core Standards, and collaborate with content area teachers through PLCs.

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

Classroom libraries will be established so that students will have the opportunity to explore books of interest and read independently.
Word of the Day will be implemented using the words for the Item Specs glossary with examples, practice, content application, and assessment during the first two 9 weeks. The Word of the Day for the remainder of the year will include college ready vocabulary.
School-wide literacy will be encouraged through benchmark integration for reading and writing across all content classes.
Implementation of the Common Core Standards.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Based on data, a secondary Instructional Focus calendar will be created listing benchmarks to be infused into all content area classes. Teachers will refer to the benchmark and generate an activity within their curriculum that addresses the skill on the Instructional Focus Calendar. A professional development will be held to train the teachers on identifying and writing questions aligned to the FCAT 2.0 question stems. Collaboration between the reading coach and other content teachers will occur as a follow up after the training to share best practices and assist teachers as needed. Coaches and administration will conduct Classroom Walk-throughs to monitor this infusion of skills.

*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?

•We offer vocational courses where students can earn certifications that can be used in the career field: Culinary operations, Certified Nurse Assistant program, First Responders training, and Web-design.
• Success in these courses, in addition to overall academic success, can be applied towards the Gold Seal Vocational Scholarship through Bright Futures.
• Each applied and integrated course includes real life lessons and hands on activities that are carried out in their actual field of study.
• Junior ROTC program offers students experiences with military careers and training. Upon completion, students earn college credit for their participation.
Collectively, these courses and hands-on activities give students the knowledge of the level of expectation of specific job requirements.

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?

In support of the District's initiative to prepare students to enter today's highly technical careers, students choose majors reflective of their career interests. Further, Boyd Anderson's Career and Technical Education programs are:

• Certified Nursing Assistant Program
• Auto Service Technology 1, 6, 7 & 9,
• Culinary Arts 1,2 & 3
• Accounting Applications 1
• Finance & Business Technology
• Technology Studies: Web Design, Adobe Photoshop, IT Web/Digital Media, PC Support 1 & 2,
• IT Technology Support/Network, IT Program Database
• Engineering Technology 1
• Engineering Design
• First Responder 3

Boyd Anderson also offers comprehensive job readiness/career planning programs:

• Partnered with Work Force One to learn job readiness skills, customer service skills, and are connected to the real world labor force.
• Students FACTS.org for academic and career planning research.
• Continual re-evaluation of e-PEP beginning in ninth grade.
• Guidance and BRACE teaching units.
• AGP focuses on academic and career planning.
• FCAT, ACT, SAT prep courses during the year.
• FACTS.org is also used for post-secondary planning research and individualized audits for students.
• PSAT administered to 10th Grade Students
•

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

Strategies for improving student readiness for post-secondary level include, but are not limited to:
•All 10th grade students are required to take the practice SAT test.
•The Math and English departments have developed effective SAT and ACT "Do Now" activities that are implemented on a daily basis in the classroom.
•A remedial Math course is offered to senior students who do not meet college readiness according to the CPT.
•SAT and ACT staff development trainings will be offered to faculty.
•Princeton Review SAT/ACT Prep-Course will be offered at no cost to students after school hours.
•Guidance counselors will make classroom visits to promote participation in dual enrollment classes.
•Students are exposed to the college environment through field trips to local college campuses, where they spend the day learning the college matriculation process.
•Free courses in college admission test preparation are provided in partnership with the Princeton Review.
•College Career Fairs are held annually to expose the student body to traditional and non-traditional career paths and new trends in the job-market.
•A comprehensive schedule of college preparation courses, which include Regular, Honors, Advanced Placement and International Baccalaureate are offered.

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:	By June 2013, 19% (161) of students will attain proficiency on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 16% (132) of students attained a level 3 on the Reading FCAT.	By June 2013, 19% (161) of students will attain proficiency on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	1.1 Each quarter teachers will integrate a complex text aligned to their content area. State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum. State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals. State, district, and school-based personnel will assist content area teachers in writing to text.	1.1 Administration Academic Coaches Curriculum Leaders	1.1 Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2

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:	By 2013 15% (127) will score at a level of 4, 5, or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012 12% (105) scored at a level 4, 5, or 6 in reading.	By 2013 15% (127) will score at a level of 4, 5, or 6 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum.	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers	Practice FAA testing

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:	In 2013, 15% (127) of students are expected to score at or above a level 4 on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12% of students (105) scored at or above a level 4 on the Reading FCAT.	In 2013, 15% (127) of students are expected to score at or above a level 4 on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	2.1. Each quarter teachers will integrate a complex text aligned to their content area. State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum. State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals. State, district, and school-based personnel will assist content area teachers in writing to text.	2.1. Administrator Curriculum Leader Reading Coach	2.1. Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	2.1. Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2

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:	By June of 2013, 55% of students (13) will score Level 7 or above on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 52% of students (11) scored at Level 7 or higher on the FAA.	By June of 2013, 55% of students (13) will score Level 7 or above on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum.	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers	Practice assessments FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 56% (441) of students are expected to make learning gains on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 53% (416)of students made learning gains on the Reading FCAT.	By June 2013, 56% (441) of students are expected to make learning gains on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Each quarter teachers will integrate a complex text aligned to their content area. State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum. State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals. State, district, and school-based personnel will assist content area teachers in writing to	Administrators Reading Coach Curriculum Leaders	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2

		text. Teachers will use direct and differentiated instruction; along with visual mnemonics and graphic organizers (semantic mapping, concepts definition maps, Frayer Model, word sorts and VIS charts) Computer Assisted instruction using Compass Odyssey and FAIR Tool kit will be used to assist instruction Reading Coaches and support staff will model and co-teach with teachers			

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:	By June of 2013, 88% (16) of students will make learning gains in reading on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 85% (14) of students made learning gains in reading on the FAA.	By June of 2013, 88% (16) of students will make learning gains in reading on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA testing FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 65% (140) of students in the lowest quartile will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% (130) of students in the lowest quartile made learning gains.	By June 2013, 65% (140) of students in the lowest quartile will make learning gains.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	4.1. Reading teachers will follow a year long instructional calendar to address increased rigor for the Edge series by implementing preselected thematically related text from Common Core State Standards Appendix B, Articles of the Week, and AP Reading Anthology Riverside Reader. State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals. State, district, and school-based personnel will assist content area teachers in writing to text.	4.1. Administration Instructional Coaches Curriculum Leaders	4.1. Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers. Data Chats (teacher/admin)	4.1 Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2 Florida Assessment in Reading AP1, AP2 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 :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 37% (284) of students in the Black subgroup will be proficient in Reading on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012, 26% (195) of (Black) students were proficient in Reading on the FCAT Reading Assessment.	By June 2013, 37% (284) of students in the Black subgroup will be proficient in Reading on the FCAT Reading 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	5A.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	5A.1. Teachers will identify students within the sub groups according to areas of weakness to differentiate instruction by creating small focus groups, and utilizing computer assisted instruction.	5A.1. Assistant Principal Curriculum Leader Reading Coach	5A.1. Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers. Data Chats (teacher/admin)	5A1.1 Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2 Florida Assessment in Reading AP1, AP2

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:	By June 2013 80% (60) of the students will not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (75) of students in the ELL subgroup did not make satisfactory progress in reading.	By June 2013 80% (60) of the students will not make satisfactory 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Each quarter teachers will integrate a complex text aligned to their content area. State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum. State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals. State, district, and school-based personnel will assist content area teachers in writing to text	Administrator Curriculum Leader Reading Coach ESOL Coordinator	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2

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:	By June of 2013, 67% (45) of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June of 2012, 92% (5) of SWD students did not make satisfactory progress in reading.	By June of 2013, 67% (45) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013 62% (454) of the students economically disadvantaged will not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 73% (538) of the students economically disadvantaged did not make satisfactory progress.	In 2013 62% (454) of the students economically disadvantaged will not make satisfactory progress.

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 need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Each quarter teachers will integrate a complex text aligned to their content area. State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum. State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals. State, district, and school-based personnel will assist content area teachers in writing to text	Administration Reading Coach Curriculum Leaders	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio BAT 1 to BAT 2

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
Teachers will collaborate by department to write and implement lesson plans utilizing the common core performance standards so that students will be able to read and comprehend complex literary and informational text independently and proficiently. Teachers will utilize a variety of web based and smartphone based applications to enhance teaching and learning.	9-12	Linda Kal Sander, Reading Coach Maxine Spadaro, Math Coach, Ms. T. Davis, Science Coach Mishka-Gaye Corbitt, IB Coordinator, Ashley Underhill, Health and Wellness Coordinator, Curriculum Leaders, Assistant Principals	School-wide	Weekly Tuesday morning PLCs; Early Release days, and Professional Study Days (District) Sept. 27 (early release or ongoing as needed)	Common Planning Collaborative Lesson planning, Lesson Study (3rd and 4th quarters) Best Practices during PLCs Classroom Walkthroughs Data Chats Monitor number of teachers signing up for Edmodo accounts. Offer support/assistance for teachers.	Instructional Coaches Curriculum Leaders Administration

Reading Budget:

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

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:	By June 2013, 50% (16) of students will make satisfactory gains.
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012 45% (14) of the students scored proficient in listening/speaking.	

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 need assistance and support implementing the curriculum with rigor to non-readers.	Teachers will utilize strategies for differentiated instruction and small group instructions.	ELL liaison Reading coach Administrators	Curriculum guide, peer group interaction; walkthrough with feedback; use data to target need;	Formative assessments; data from various sources; pre/post test; written and oral presentations; portfolio

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:	By June 2013 20% (7) of the students will score proficient on the CELLA exam.
2012 Current Percent of Students Proficient in reading:	
In 2012 18% (6) of the students scored proficient 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	Teachers need assistance and support implementing the curriculum with rigor to none readers	Teachers will utilize strategies for differentiated instruction and small group instructions.	ELL liaison I.A. Reading coach Administrators	Curriculum guide, peer group interaction; walkthrough with feedback; use data to target need;	Formative assessments; data from various sources; pre/post test; written and oral presentations; portfolio

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	By 2013 15% (5) of the students will score proficient in writing on the CELLA exam.
2012 Current Percent of Students Proficient in writing:	
In 2012 12% (4) students scored proficient 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
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	By June of 2013, 25% (7) of students will score Level 4,5,and 6 on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2013, 22% (5) of students scored at Level 4,5,and 6 on the FAA.	By June of 2013, 25% (7) of students will score Level 4,5,and 6 on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	PLC collaboration involving data disaggregation, implementing research based instructional strategies, and revising the instructional focus calendar	Curriculum Leader Administration	Lesson Plans, Daily FAA practice, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	By June of 2013, 42% (7) of students will score Level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 39% (9) of students scored at Level 7 on the FAA.	By June of 2013, 42% (7) of students will score Level 7 on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	PLC collaboration involving data disaggregation, implementing research based instructional strategies, and revising the instructional focus calendar	Curriculum Leader Administration	Lesson Plans, Daily FAA practice, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students	

making learning gains in mathematics. Mathematics Goal #3:	By June of 2013, 28% (9) of students will make learning gains in mathematics on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 21% (7) made learning gains on the math portion of the FAA.	By June of 2013, 28% (9) of students will make learning gains in mathematics on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	PLC collaboration involving data disaggregation, implementing research based instructional strategies, and revising the instructional focus calendar	Curriculum Leader Administration	Lesson Plans, Daily FAA practice, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, 33% (130) of the students will score Level 3 on the Algebra End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 28% (109) of students scored between 399-424 (Level 3) on the Algebra End-of-Course Exam	By June 2013, 33% (130) of the students will score Level 3 on the Algebra End-of-Course Exam.

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 need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel	Mathematics Assistant Principal, Math Coach, State and District Support	Peer review of lesson plans on a bi-monthly basis during PLCs, Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio and ultimately End-of-Course Algebra Exam

		will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.			
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 8% (32) will earn a level 4 or 5 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 5% (20) of students scored between 425-475 (Level 4 or 5) on the Algebra End-of-Course Exam (EOC)	By June 2013, 8% (32) will earn a level 4 or 5 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel	Mathematics Assistant Principal, Curriculum Leader Math Coach, State and District Support	Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

		will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.			
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coa.ch, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam

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 :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, 36% (130) of Black students will make satisfactory progress on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 31% (112) of Black students made satisfactory progress on the Algebra EOC	By June 2013, 36% (130) of Black students will make satisfactory progress 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
	Teachers need support in maintaining rigorous instruction in the	Teachers will engage students in higher order thinking activities that	Mathematics Assistant Principal, Curriculum Leader,	Peer review of lesson plans on a bi-monthly basis.	Assessments (teacher, district, state, or textbook

1	curriculum through the development of quality lesson plans.	require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Math Coach, State and District Support	Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	created), data chats, rubric, projects, written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam

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:	By June 2013 76% (25) will not make satisfactory progress in algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 85% (28) students did not make satisfactory progress in Algebra.	By June 2013 76% (25) will not make satisfactory progress in algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers need support in maintaining rigorous instruction in the	Teachers will engage students in higher order thinking activities that	Mathematics Assistant Principal, Curriculum Leader,	Peer review of lesson plans on a bi-monthly basis.	Assessments (teacher, district, state, or textbook

1	curriculum through the development of quality lesson plans.	require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Math Coach, State and District Support	Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	created), data chats, rubric, projects, written response, portfolio

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June of 2013, 24% (8) of students will make make satisfactory progress in algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 21% (7) of SWD students made satisfactory progress in algebra	By June of 2013, 24% (8) of students will make make satisfactory progress in algebra.

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 need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	ESE Support Facilitators will collaborate and work closely with general education teachers to develop instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form	Curriculum Leaders Math Coach Administration	Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, 37% (132) of Economically Disadvantaged students will make satisfactory progress on the Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 32% (115) of Economically Disadvantaged	By June 2013, 37% (132) of Economically Disadvantaged

students made satisfactory progress on the Algebra EOC	students will make satisfactory progress 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Mathematics Assistant Principal, Curriculum Leader, Math Coach, State and District Support	. Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	By June 2013, 33% (143) of students will score Level 3 on the Geometry End-of-Course Exam

2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 28% (119) of students scored (Level 3) on the Geometry End-of-Course Exam	By June 2013, 33% (143) of students will score Level 3 on the Geometry End-of-Course Exam

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 need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Administrator Curriculum Leader Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam

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.	By June 2013, 16% (69) of Geometry EOC test-takers will

Geometry Goal #2:	earn a level 4 or 5 on the
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 11% (46) of students scored Level 4 or 5 on the Geometry End-of-Course Exam (EOC)	By June 2013, 16% (69) of Geometry EOC test-takers will earn a level 4 or 5 on the

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 need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Administrator Curriculum Leader Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable	Geometry Goal #

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, 43% (169) of Black students will make satisfactory progress on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 38% (148) of Black students made satisfactory progress on the Geometry EOC	By June 2013, 43% (169) of Black students will make satisfactory progress on the Geometry 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Administrator Curriculum Leader Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam
	Students fail to recall and/or apply prior	Teachers will create motivational activities	Instructional Facilitator will	Coach and administrative	Assessments (teacher, district,

3	knowledge to new benchmarks	that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	walkthroughs.	state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	By June 2013 56% (44) will be make satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 62% (64) English Language Learners did not make satisfactory progress in Geometry.	By June 2013 56% (44) will be 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Administrator ESOL Coordinator Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013 36% will make satisfactory progress in geometry.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 28% (19) students did not make satisfactory progress in geometry.	By June 2013 36% will 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	ESE Support Facilitators will collaborate and work closely with general education teachers to develop instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form	Curriculum Leaders Math Coach Administration	Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

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:	In 2013, the percentage of Economically Disadvantaged students attaining proficiency will be 43% (162) on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May 2012, 38% (144) of Economically Disadvantaged students attained proficiency on the Geometry EOC	In 2013, the percentage of Economically Disadvantaged students attaining proficiency will be 43% (162) on the Geometry 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis. State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis. State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their	Administrator Curriculum Leader Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis. Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

		responses to complex problems, both verbally and in written form.			
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter. Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam

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
EOC Test Specs Common Core Technology Higher Order Questioning Skills	Algebra/Geometry 9-12 Mathematics	Math Chair District	Algebra & Geometry Teachers Mathematics Department	Sept – May/monthly Sept – June/bi-monthly	Classroom Walkthroughs Lesson Plans	Administration; Math Coach; Curriculum Leader, District Support

Mathematics Budget:

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

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

End of Mathematics Goals

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:	By June 2013, 49%(7) of students will scored a Level 4, 5 and 6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2013, 46% (5) of students scored a Level 4, 5 and 6 on the FAA.	By June 2013, 49%(7) of students will scored a Level 4, 5 and 6 on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	Curriculum Leader Adminsistration	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers	Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	By June 2013, 30% (5) of students will score a Level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2013, 27% (3) of students scored a Level 7 on the FAA.	By June 2013, 30% (5) of students will score a Level 7 on the 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach/administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA

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:	By June 2013 30% (132) of the students will score at a level 3 in Biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 27% (118) of the students scored at a level 3 in Biology.	By June 2013 30% (132) of the students will score at a level 3 in Biology.

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 need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Science Coach, State and/or District personnel will provide training on higher order questioning and lesson delivery. 1.1 b State, district, and school-based personnel will assist teachers in identifying scientific journals and periodicals to support the curriculum for student practice of evidence based writing/writing to text.	Administrator, Science coach, Reading Coach, District and State support.	Classroom walkthroughs evidenced by student led discussion, engagement and citing textual evidence to support their arguments.1.1 b Lab Journals and feedback from student conferencing will be checked bi-weekly for evidence of a consistent process.	Teacher made assessments. Lab reports Observation of teachers' facilitation of student led discussions. Students citing textual evidence to support their arguments within journals.

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:	(50) high school students taking will score a level 4 or 5 above on the Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:

In May 2012	(50) high school students taking will score a level 4 or 5 above on the Biology 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	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Science Coach, State and/or District personnel will provide training on higher order questioning and lesson delivery. State, district, and school-based personnel will assist teachers in identifying scientific journals and periodicals to support the curriculum for student practice of evidence based writing/writing to text.	Administrator, Science coach, Reading Coach, District and State support.	Classroom walkthroughs evidenced by student led discussion, engagement and citing textual evidence to support their arguments. Lab Journals and feedback from student conferencing will be checked bi-weekly for evidence of a consistent process.	Teacher made assessments. Lab reports Observation of teachers' facilitation of student led discussions. Students citing textual evidence to support their arguments within journals.

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
Common Core Rigor	9-12 Biology	Science Coach and District Support	Science Dept.	Early Release day Planning Day	Lesson plans Student journals Classroom walkthrough	Science Coach and Administrator

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013 83% (364) of the total number of students tested will make 3.0 or above in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 75% (329) of the students scored a 3.0 or above in writing.	By June 2013 83% (364) of the total number of students tested will make 3.0 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	Students will be exposed to distance learning, field trips, and guest speakers to broaden their exposure to different experiences, concepts, beliefs, lives, etc.	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

		expose students to multiple writing experiences.	The Springboard curriculum used in English classes, will expose students to multiple writing experiences.		
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
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:	By June 2013 76% (10) students will score a 4.0 or higher on the FAA Writing Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 69% (9) of students scored a 4.0 or higher on the FAA Writing Exam.	By June 2013 76% (10) students will score a 4.0 or higher on the FAA Writing Exam.

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 ESE Curriculum Leader	Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). Monthly data chats via facilitator.	Student Portfolio Checks Classroom Walkthroughs FAA writing 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 Analyzing Monthly Practice Writes Data Vocabulary Through Morphemes Developing Action Steps based on	9-12 All subject areas 10th grade English teachers All English teachers	English Curriculum Leader	School-wide 10th Grade English teachers All English teachers	PD days Monthy PLCs	FCIM Classroom walk throughs	Writing Administrator

Data for mainstream ESE/ESOL students implementing 6 traits strategies						

Writing Budget:

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

End of Writing Goals

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:	The expected student attendance rate for 2012 is 92%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current student attendance rate is	The expected student attendance rate for 2013 is 96.6%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 694 students were reported having excessive absences (10 or more).	By June 2013 the expected number of students with excessive absences will be 659.3, a drop of 10%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 43 students were reported having excessive tardies (10 or more).	By June 2013 the expected number of students with excessive absences will be 40.85, a drop of 10%.

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 follow-through of current Attendance Action Plan. i.e. counselors not receiving referrals from teachers for absences in the 1-5 day range; attendance reports not received in a timely manner; counselors not receiving notification of students who will be absent for extended periods of time	Review BA Attendance Action Plan at faculty meeting or inservice workshops to ensure that all staff are aware of procedures and their role in the process Monitor attendance data in TERMS; communicate with teachers via CAB	Grade level administrators Grade level administrators and counselors	Conduct quarterly reviews	End of year attendance report
2	Students unaware of consequences of unexcused absences	Share consequences of unexcused absences in grade level assemblies	Grade Level administrators and counselors	Conduct quarterly reviews	End of year attendance report
3	Inconsistent recording and reporting of tardies by teachers	Review tardy policy and reporting procedures with teachers Conduct periodic hall sweeps to identify	Grade level administrators & security personnel	Conduct quarterly reviews of attendance data	End of year attendance report

		students who have not reported to class on time			

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
Attendance policy	All grade levels	Counselors	All grades	Friday morning meeting PD	Quarterly reports	Guidance Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2012 Boyd Anderson will have a 25% decrease in external suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 the total number of in-school suspensions was	In 2013, we expect a 10% (82 students) reduction in in-

91.	school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 the total number of students suspended in-school was 82.	In 2013, we expect a drop of 10% (74 students) in the number of students issued in school suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 the total number of out-of-school suspensions was 87.	In 2013, we expect a drop of 10% (78 students) in out of school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the total number of students suspended out-of-school was 72.	In 2013, we expect to reduce the number of students suspended out of school by 10% (65 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective implementation of school-wide discipline plan	Effective use of classroom management. All instructional staff must adhere to the schools discipline plan and intervene early when students exhibit inappropriate behaviors. Early identification of students not on track for graduation due to behavorial issues and development of success plan for those students.	Teachers, Administrators, Behavior Specialist	Collection of data through DMS to identify teachers/students with a high number of referrals by quarter	DMS reports
2	Inadequate application of CHAMPs classroom management strategies	Teachers will implement the CHAMP strategies, coaches will model effective teaching strategies and teachers will review classroom rules and objectives daily. Teachers will implement Character Education in their classrooms. Implement a School Wide Positive Behavioral Rewarding Plan acknowledging positive student behavior.	Teachers, Administrators	DMS and CHAMPs Look Fors	Decrease in the number of disciplinary referrals

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						

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The dropout rate is expected to decrease by 1% and the graduation rate is expected to increase by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The 2012 dropout rate is not yet available.	The 2013 dropout rate is expected to decrease by 1%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

The 2012 graduation rate is not yet available.	The 2013 graduation rate is expected to increase by 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 not feeling connected to significant personnel	Set up grade level learning centers in which grade level administrators and counselors team up to address the academic needs of the students Counselors & administrators will follow their group of students throughout their high school years.	Grade level administrators & counselors	Review end of year data and compare with learning gains of previous years	End of year data and cohort graduation rates
2	Students unaware of progress toward meeting graduation requirements	Instruct students in use of available tools for monitoring own progress in meeting graduation requirements, eg. Virtual counselor, pinnacle, jr/sr letters	Grade level administrators & counselors	Review end of year data	End of year data
3	Students not passing core classes required for graduation	Offer opportunities for students to re-take classes they have failed by enrolling in FLVS classes during the school day through learning labs and/or afterschool programs	Grade level administrators & counselors	Review end of year data on courses repeated via FLVS	End of year data on courses repeated via FLVS

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
Graduation requirements Accessing student transcript information	All counselors	Guidance Director	All counselors	Early Release	Monitor student progress	Administration

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, we will increase the consistent parental involvement to 1% (10 families).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, the percentage of consistent parental involvement was less than 1% (5 families).	By June 2013, we will increase the consistent parental involvement to 1% (10 families).

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	Immigration & Naturalization Services-Status Language Barrier	INS Officials will continue to conduct workshops for parents and students regarding legal immigration status Continue to utilize bilingual (Creole and Spanish Speaking) interpreters during meetings (Utilizing the Parent-Link system in multiple languages will give parents an opportunity to be aware of school activities). Newsletter describing upcoming academic and extracurricular	Assistant Principals	Evaluate and assess the number of parents' attendance and responses to mail and general meetings	Increase in attendance at SAC and other parent meetings

		activities. Keys To Success Dinner, Parent University, Family Literacy Night and Freshman Invasion for all incoming 9th graders.			
2	Parents have children in more than 1 school	Pair with feeder schools to plan activites where parents from both schools could attend.	Administrators and SAC Chair	Review parent sign-in sheets	Increase in parent participation

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will incorporate a variety technological student and/or teacher resources to enhance their pedagogy and increase student achievement.

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 familiarity with STEM careers.	The Mu Alpha Theta student organization will research STEM careers to develop school-wide daily announcements during Math and Science Week.	Administrator Math and Science Coach IB Coordinator	Daily questions will be given to the students to coincide with the daily announcements. Students will submit their answers to a centrally located box where answers will be pulled for accuracy and incentives will be given.	Daily questions
2	Teachers lack familiarity with technology resources/STEM initiatives.	Teachers will be introduced to STEM initiatives during an Early Release Day. Curriculum coaches will collaborate with teachers to plan lessons together, to integrate STEM into the curriculum.	Administrator Math and Science Coach IB Coordinator	Classroom walkthrough forms; observation of lesson plans	Classroom walkthroughs, lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to STEM initiatives/use of technology in the classroom	All subjects	Academic coaches	All teachers	PD days	Monitor classroom implementation of the use of technology	Administration & coaches

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	1. CTE teachers will increase the number of students preparing for Industry Certifications Exams. 2. CTE teachers and administrators will create and industry certification timeline in order to have all certification exams completed. 3. CTE teachers and administrators will participate in Professional Development in all of the new technology areas such as Dreamweaver, Photoshop, QuickBooks, and Global Logistics.

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	Hands on experience needed to grasp concepts of programs.	CTE Teachers will create a plan to broaden exposure to programs (ex. Career fest, Fieldtrips, guest speakers, Middle School Visits, College Visits, Parent Nights, etc.) b. CTE teachers will encourage students to participate in after school YMCA/21st Century Program.	CTE Teachers CTE Administrators	Walk-throughs, Attendance at after school program	Industry Certification Test Pass Rate
2	Availability of Certification Center to schedule tests Availability of computer labs within school for testing	CTE teachers will develop a timeline to include pre-testing, lesson plans, ongoing assessments, and Certification Tests.	CTE Teachers CTE Administrators	Walk-throughs, review of testing results	Industry Certification Test Pass Rate

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

To provide additional enrichment activities for students achieving at Level 1. Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. To provide additional enrichment activities for students achieving at Level 1. Goal To provide additional enrichment activities for students achieving at Level 1. Goal #1:	In 2012, 55% (124) of level 1 students are expected to make learning gains on the 2012 FCAT. The administrator and the guidance counsel will schedule a meeting with the parents to discuss interventions and develop a individual student plan that will assist the student to achieve higher level in bot the math and reading assessments.
2012 Current level:	2013 Expected level:
In 2011, 48% (108) of level 1 students demonstrated learning gains on the Reading FCAT. In 2011, 52% (56) of level 1 students demonstrated learning gains on the Math FCAT.	In 2012, 55% (124) of level 1 students are expected to make learning gains on the 2012 Reading FCAT. In 2012, 55% (59) of level 1 students are expected to make learning gains on the 2012 Math FCAT.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

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

End of To provide additional enrichment activities for students achieving at Level 1. Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Assist with development and monitor progress of school improvement plan. Parent involvement activities to include Keys to Success, literacy night, technology night etc.

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
BOYD H. ANDERSON HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	58%	72%	21%	174	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	36%	63%			99	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	52% (YES)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					373	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District
BOYD H. ANDERSON HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	57%	82%	20%	184	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	36%	71%			107	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?	36% (NO)	76% (YES)			112	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					413	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested