

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: FORT LAUDERDALE HIGH SCHOOL

District Name: Broward

Principal: Priscilla Ribeiro

SAC Chair: John Hudson and Sean Curran

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

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)
					Prior Performance Record (include prior School Grades, FCAT Performance Measures, and AYP information along with the associated school year) School Grades: 11-12: 10-11: B 09-10: B 08-09: B 07-08: A 06-07: A 05-06: A 04-05: A 03-04: A Reading % Proficient & Above: 2012: 60 2011: 64 2010: 64 2009: 71 2008: 67 2007: 64 2006: 63 2005: 56

Principal

Priscilla
Ribeiro

M.S. Business
Administration/
Educational
Specialist in
Educational
Leadership

2

9

2004: 52
Reading
% Lrng Gains:
2012: 62
2011: 61
2010: 61
2009: 62
2008: 68
2007: 63
2006: 66
2005: 58
2004: 56
Reading
% of Lowest 25 %
Mkg Gains:
2012: 62
2011: 65
2010: 61
2009: 48
2008: 58
2007: 52
2006: 67
2005: 57
2004: 54
Math
% Proficient & Above:
2012: 70
2011: 66
2010: 63
2009: 94
2008: 91
2007: 90
2006: 88
2005: 86
2004: 86
% Lrng Gains:
2012: 75
2011: 64
2010: 65
2009: 83
2008: 81
2007: 80
2006: 80
2005: 77
2004: 77
% of Lowest 25 %
Mkg Gains:
2012: 71
2011: 58
2010: 62
2009: 83
2008: 82
2007: 75
Writing
% 3.5 and above:
2012: 90
2011: 92
2010: 86
2009: 94
2008: 92
2007: 94
2006: 89
2005: 95
2004: 95
Science
% Proficient & Above:
2012: N/A
2011: 39
2010: 42
2009: 52
2008: 48
2007: 51
AYP % Reading Total:
11-12: 47
10-11: 59
09-10: 59
08-09: 69
07-08: 64
06-07: 61
05-06: 59
AYP % Reading White:
11-12: 82
10-11: 70
09-10: 73
08-09: 77
07-08: 70
06-07: 65
05-06: 65
AYP % Reading Black:
11-12: 49
10-11: 49
09-10: 53
08-09: NA
07-08: 59
06-07: 51

05-06: 53
AYP % Reading Hispanic:
11-12: 66
10-11: 58
09-10: 55
08-09: 62
07-08: 57
06-07: 55
05-06: 54
AYP % Reading Asian:
11-12: 74
10-11: NA
09-10: NA
08-09: NA
07-08: 73
06-07: NA
05-06: 59
AYP % Reading FRL:
11-12: 51
10-11: 54
09-10: 54
08-09: 55
07-08: 46
06-07: 35
05-06: 43
AYP % Reading ELL:
11-12: 2
10-11: 30
09-10: 30
08-09: 39
07-08: 37
06-07: 33
05-06: 39
AYP % Reading SWD:
11-12: 30
10-11: 25
09-10: 33
08-09: NA
07-08: 34
06-07: 21
05-06: 29
AYP % Math Total:
11-12: 36
10-11: 60
09-10: 58
08-09: 92
07-08: 89
06-07: 87
05-06: 86
AYP % Math White:
11-12: 86
10-11: 75
09-10: 74
08-09: NA
07-08: 91
06-07: 90
05-06: 88
AYP % Math Black:
11-12: 62
10-11: 52
09-10: 45
08-09: NA
07-08: 81
06-07: 81
05-06: 78
AYP % Math Hispanic:
11-12: 85
10-11: 59
09-10: 58
08-09: 91
07-08: 87
06-07: 85
05-06: 84
AYP % Math Asian:
11-12: 86
10-11: NA
09-10: NA
08-09: NA
07-08: 94
06-07: NA
05-06: 94
AYP% Math FRL:
11-12: 66
10-11: 56
09-10: 54
08-09: 88
07-08: 82
06-07: 75
05-06: 80
AYP % Math ELL:
11-12: 27
10-11: 32
09-10: 36
08-09: 86
07-08: 80

06-07: 78
05-06: 81
AYP % Math SWD:
11-12: 41
10-11: 29
09-10: 33
08-09: NA
07-08: 65
06-07: 47
05-06: 48

School Grades

11-12:
10-11: B
09-10: B
08-09: D
07-08: D
06-07: F
05-06: C
04-05: C
03-04: C

Reading

% Proficient & Above:

2012: 60
2011: 64
2010: 64
2009: 22
2008: 25
2007: 22
2006: 25
2005: 40
2004: 41

Reading

% Lrng Gains:

2012: 62
2011: 61
2010: 61
2009: 39
2008: 42
2007: 37
2006: 64
2005: 51
2004: 50

Reading

% of Lowest 25 %

Mkg Gains:

2012: 62
2011: 65
2010: 61
2009: 51
2008: 42
2007: 47
2006: 76
2005: 54
2004: 48

Math

% Proficient & Above:

2012: 70
2011: 66
2010: 63
2009: 53
2008: 54
2007: 53
2006: 40
2005: 70
2004: 68

% Lrng Gains:

2012: 75
2011: 64
2010: 65
2009: 69
2008: 69
2007: 65
2006: 71
2005: 74
2004: 78

% of Lowest 25 %

Mkg Gains:

2012: 71
2011: 58
2010: 62
2009: 69
2008: 69
2007: 65

Writing

% 3.5 and above:

2012: 90
2011: 92
2010: 86
2009: 81
2008: 87
2007: 78
2006: 89
2005: 87
2004: 91

Assis Principal

Frank Gaines

Bachelor of Arts-
Finance, Master
of Science-
Educational
Leadership

2

10

Science
% Proficient & Above:
2012: N/A
2011: 39
2010: 42
2009: 20
2008: 19
2007: 14
AYP % Reading Total:
11-12: 47
10-11: 59
09-10: 59
08-09: 21
07-08: 24
06-07: 19
05-06: 23
AYP % Reading White:
11-12: 82
10-11: 70
09-10: 73
08-09: NA
07-08: NA
06-07: NA
05-06: NA
AYP % Reading Black:
11-12: 49
10-11: 49
09-10: 53
08-09: 18
07-08: 21
06-07: 16
05-06: 23
AYP % Reading Hispanic:
11-12: 66
10-11: 58
09-10: 55
08-09: NA
07-08: NA
06-07: NA
05-06: NA
AYP % Reading Asian:
11-12: 74
10-11: NA
09-10: NA
08-09: NA
07-08: NA
06-07: NA
05-06: NA
AYP % Reading FRL:
11-12: 51
10-11: 54
09-10: 54
08-09: 18
07-08: 20
06-07: 18
05-06: 24
AYP % Reading ELL:
11-12: 2
10-11: 30
09-10: 30
08-09: NA
07-08: 6
06-07: 6
05-06: 11
AYP % Reading SWD:
11-12: 30
10-11: 25
09-10: 33
08-09: 22
07-08: 24
06-07: 11
05-06: 12
AYP % Math Total:
11-12: 36
10-11: 60
09-10: 58
08-09: 50
07-08: 50
06-07: 48
05-06: 34
AYP % Math White:
11-12: 86
10-11: 75
09-10: 74
08-09: NA
07-08: NA
06-07: NA
05-06: NA
AYP % Math Black:
11-12: 62
10-11: 52
09-10: 45
08-09: 49
07-08: NA
06-07: NA

05-06: 34
AYP % Math Hispanic:
11-12: 85
10-11: 59
09-10: 58
08-09: NA
07-08: NA
06-07: NA
05-06: NA
AYP % Math Asian:
11-12: 86
10-11: NA
09-10: NA
08-09: NA
07-08: NA
06-07: NA
05-06: NA
AYP% Math FRL:
11-12: 66
10-11: 56
09-10: 54
08-09: 48
07-08: 47
06-07: 47
05-06: 35
AYP % Math ELL:
11-12: 27
10-11: 32
09-10: 36
08-09: 39
07-08: 30
06-07: 31
05-06: 17
AYP % Math SWD:
11-12: 41
10-11: 29
09-10: 33
08-09: 35
07-08: 29
06-07: 18
05-06: 10

School Grades
11-12:
10-11: B
09-10: B
08-09: C
07-08: B
06-07: C
05-06: B
04-05: D
03-04: C
Reading
% Proficient & Above:
2012: 60
2011: 55
2010: 52
2009: 49
2008: 50
2007: 44
2006: 39
2005: 35
2004: 31
Reading
% Lrng Gains:
2012: 62
2011: 56
2010: 51
2009: 51
2008: 55
2007: 51
2006: 52
2005: 45
2004: 43
Reading
% of Lowest 25 %
Mkg Gains:
2012: 62
2011: 53
2010: 43
2009: 50
2008: 43
2007: 53
2006: 56
2005: 43
2004: 43
Math
% Proficient & Above:
2012: 70
2011: 84
2010: 80
2009: 79
2008: 77
2007: 74
2006: 76

Assis Principal

Bryan
O'Toole

Bachelor of Arts,
Social Sciences,
Spanish/Latin
American Studies
Master of
Science,
Educational
Leadership
Educational
Leadership, K-12
Spanish, K-12

16

9

2005: 70
2004: 64
% Lrng Gains:
2012: 75
2011: 74
2010: 75
2009: 72
2008: 77
2007: 73
2006: 77
2005: 75
2004: 70
% of Lowest 25 %
Mkg Gains:
2012: 71
2011: 61
2010: 57
2009: 61
2008: 68
2007: 64
Writing
% 3.5 and above:
2012: 90
2011: 86
2010: 94
2009: 92
2008: 89
2007: 88
2006: 87
2005: 84
2004: 89
Science
% Proficient & Above:
2012: NA
2011: 37
2010: 32
2009: 34
2008: 31
2007: 28
AYP % Reading Total:
11-12: 47
10-11: 53
09-10: 51
08-09: 46
07-08: 46
06-07: 41
05-06: 36
AYP % Reading White:
11-12: 82
10-11: 71
09-10: 71
08-09: 67
07-08: 68
06-07: 60
05-06: 57
AYP % Reading Black:
11-12: 49
10-11: 41
09-10: 37
08-09: 36
07-08: 35
06-07: 32
05-06: 27
AYP % Reading Hispanic:
11-12: 66
10-11: N/A
09-10: 71
08-09: N/A
07-08: N/A
06-07: N/A
05-06: 47
AYP % Reading FRL:
11-12: 51
10-11: 45
09-10: 42
08-09: 37
07-08: 36
06-07: 33
05-06: 27
AYP % Reading ELL:
11-12: 2
10-11: N/A
09-10: N/A
08-09: N/A
07-08: 10
06-07: 14
05-06: 08
AYP % Reading SWD:
11-12: 2
10-11: N/A
09-10: N/A
08-09: N/A
07-08: N/A
06-07: N/A
05-06: 28

AYP % Math Total:

11-12: 36
10-11: 82
09-10: 49
08-09: 75
07-08: 72
06-07: 68
05-06: 71

AYP % Math White:

11-12: 86
10-11: 90
09-10: 90
08-09: 89
07-08: 89
06-07: 83
05-06: 88

AYP % Math Black:

11-12: 62
10-11: 75
09-10: 72
08-09: 67
07-08: 64
06-07: 61
05-06: 63

AYP % Math Hispanic:

11-12: 85
10-11: N/A
09-10: 91
08-09: N/A
07-08: N/A
06-07: N/A
05-06: 77

AYP% Math FRL:

11-12: 66
10-11: 78
09-10: 71
08-09: 70
07-08: 65
06-07: 64
05-06: 65

AYP % Math ELL:

11-12: 27
10-11: N/A
09-10: 43
08-09: N/A
07-08: 42
06-07: 45
05-06: 45

AYP % Math SWD:

11-12: 41
10-11: N/A
09-10: 48
08-09: N/A
07-08: N/A
06-07: N/A
05-06: 43

School Grades:

10-11: B
09-10: A
08-09: A
07-08: B
06-07: A
05-06: B
04-05: C

Reading

% Proficient & Above:

2011: 42
2010: 47
2009: 71
2008: 67
2007: 66
2006: 60
2005: 34

Reading

% Lrng Gains:

2011: 46
2010: 51
2009: 64
2008: 68
2007: 30
2006: 29
2005: 46

Reading

% of Lowest 25 %

Mkg Gains:

2011: 41
2010: 46
2009: 65
2008: 66
2007: 67
2006: 74
2005: 47

Math

% Proficient & Above:

Assis Principal

Michael
Marhefka

Bachelor of Arts
in History,
Master of
Science
Leadership in
Educational
Administration,
Certification in
Educational
Leadership,
K-12 Certification
in Social
Sciences 6-12
ESOL Endorsed

1

1

2011: 76
2010: 81
2009: 68
2008: 65
2007: 64
2006: 66
2005: 60
% Lrng Gains:
2011: 71
2010: 78
2009: 64
2008: 68
2007: 68
2006: 71
2005: 64
% of Lowest 25 %
Mkg Gains:
2011: 41
2010: 46
2009: 65
2008: 66
2007: 67
2006: 74
2005: 47
Writing
% 3.5 and above:
2011: 85
2010: 88
2009: 98
2008: 97
2007: 94
2006: 93
2005: 83
Science
% Proficient & Above:
2011: 48
2010: 46
2009: 41
2007: 31
AYP % Reading Total:
10-11: 51
09-10: 53
08-09: 46
07-08: 43
06-07: 48
05-06: 38
AYP % Reading White:
10-11: 73
09-10: 69
08-09: 72
07-08: 70
06-07: 73
05-06: 72
AYP % Reading Black:
10-11: 43
09-10: 41
08-09: 36
07-08: 40
06-07: 38
05-06: 45
AYP % Reading Hispanic:
10-11: 48
09-10: 44
08-09: N/A
07-08: N/A
06-07: 38
05-06: 51
AYP % Reading FRL:
10-11: 42
09-10: 45
08-09: 33
07-08: 37
06-07: 36
05-06: 27
AYP % Reading ELL:
10-11: N/A
09-10: N/A
08-09: 27
07-08: 31
06-07: 13
05-06: 20
AYP % Reading SWD:
10-11: N/A
09-10: N/A
08-09: 13
07-08: 20
06-07: 16
05-06: 31
AYP % Math Total:
10-11: 80
09-10: 78
08-09: 73
07-08: 68
06-07: 71
05-06: 66

					AYP % Math White: 10-11: 89 09-10: 92 08-09: 86 07-08: 83 06-07: 81 05-06: 77 AYP % Math Black: 10-11: 73 09-10: 69 08-09: 67 07-08: 70 06-07: 72 05-06: 63 AYP % Math Hispanic: 10-11: 71 09-10: 78 08-09: N/A 07-08: N/A 06-07: 68 05-06: 60 AYP% Math FRL: 10-11: N/A 09-10: N/A 08-09: 67 07-08: 70 06-07: 68 05-06: 60 AYP % Math ELL: 10-11: N/A 09-10: N/A 08-09: 43 07-08: 47 06-07: 40 05-06: 37 AYP % Math SWD: 10-11: N/A 09-10: N/A 08-09: 44 07-08: 49 06-07: 43 05-06: 48
Assis Principal	Sara Larosa	Bachelor of Arts, Communication and Master of Arts, Educational Leadership Certification in Educational Leadership, ESOL Endorsed	3	3	School Grades 11-12: TBA 10-11: B Reading % Proficient & Above: 2012: 60 2011: 55 Reading % Lrng Gains: 2012: 62 2011: 56 Reading % of Lowest 25 % Mkg Gains: 2012: 62 2011: 53 Math % Proficient & Above: 2012: 70 2011: 84 % Lrng Gains: 2012: 75 2011: 74 % of Lowest 25 % Mkg Gains: 2012: 71 2011: 61 Writing % 3.5 and above: 2012: 90 2011: 86 Science % Proficient & Above: 2012: NA 2011: 37 AYP % Reading Total: 11-12: 47 10-11: 53 AYP % Reading White: 11-12: 82 10-11: 71 AYP % Reading Black: 11-12: 49 09-10: 41 AYP % Reading Hispanic: 11-12: 66 10-11: N/A AYP % Reading FRL: 11-12: 51 10-11: 45 AYP % Reading ELL: 11-12: 2

					10-11: N/A AYP % Reading SWD: 11-12: 30 10-11: N/A AYP % Math Total: 11-12: 36 10-11: 82 AYP % Math White: 11-12: 86 10-11: 90 AYP % Math Black: 11-12: 62 10-11: 75 AYP % Math Hispanic: 11-12: 85 10-11: N/A AYP% Math FRL: 11-12: 66 10-11: 78 AYP % Math ELL: 11-12: 27 10-11: N/A AYP % Math SWD: 11-12: 41 10-11: N/A
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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	Nadine Anchell	Master of Arts, Elementary Education Bachelor of Arts, English	4	4	School Grades: 11-12: TBA 10-11: B 09-10: B 08-09: C FCAT Reading Proficiency: 11-12: 60 10-11: 55 09-10: 52 08-09: 49 FCAT Reading Learning Gains: 11-12: 62 10-11: 56 09-10: 51 08-09: 51 FCAT Reading LG of Lowest 25%: 11-12: 62 10-11: 53 09-10: 43 08-09: 50 FCAT Writing 11-12: 90 10-11: 86 09-10: 94 08-09: 92 AYP Reading Total: 11-12: 47 10-11: 53 09-10: 51 08-09: 46 AYP Reading White: 11-12: 82 10-11: 71 09-10: 71 08-09: 67 AYP Reading Black: 11-12: 49 10-11: 41 09-10: 37 08-09: 36 AYP Reading Hispanic: 11-12: 66 10-11: N/A 09-10: 71 08-09: N/A AYP Reading FRL: 11-12: 51 10-11: 45 09-10: 42 08-09: 37

					AYP Reading ELL: 11-12: 2 10-11: N/A 09-10: N/A 08-09: N/A AYP Reading SWD: 11-12: 30 10-11: N/A 09-10: N/A 08-09: N/A
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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. Teacher of the Month program	Sara Larosa	August 2013	
2	2. Staff Development Opportunities	Valerie Ruwe	August 2013	
3	3. New staff induction program	Sara Larosa	August 2013	
4	4. Rising Leaders Program	Frank Gaines	August 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
84	6.0%(5)	36.9%(31)	39.3%(33)	36.9%(31)	59.5%(50)	119.0% (100)	15.5%(13)	9.5%(8)	75.0%(63)

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
Priscilla Ribeiro	John Hudson Sean Curran Marie Hautigan Dan Katz	Aspiring Leaders will work with the Principal in order to have the opportunities to explore administrative duties the	Aspiring Leaders will meet with the Principal on the six Professional Study Days to discuss, plan and evaluate the various experiences of leadership/organizational experiences with operations: Aspiring Leaders will be paired with Asst. Principals and

		Principal open to them.	Principal to oversee the specific campus operations.
Val Ruwe	Jordanna Hass	National Board Certified Teacher AYA Biology Mentor & Clinical Educator	Weekly Mentoring, Marzano iobservations, Monthly Group Meeting
Marie Hautigan	Kathryn Lotocky	Mentor is completing Principal Rapid Orientation and Preparation in Educational Leadership Program (PROPEL)	Weekly Mentoring, Marzano iobservations, Monthly Group Meeting
Jan March	Marina Batist	Mentor is a Clinical educator with experience as a Math Instructional Coach	Weekly Mentoring, Marzano iobservations, Monthly Group Meeting
Casey Portnoy	Israel Gonzales	Mentor is a Clinical Educator with a Maters degree & also has Experience in Vocational Education	Weekly Mentoring, Marzano iobservations, Monthly Group Meeting
Dan Katz	Ihsin Chang	National Board Certified Teacher & Certified Lawyer experienced in teaching International Relations and a Clinical educator.	Weekly Mentoring, Marzano iobservations, Monthly Group Meeting

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Grade Level Administrators
ESE/ESOL Specialist
Guidance Director
School Social Worker
School Psychologist
Reading Coach

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?

Teachers are assigned at-risk students in August and then again in January. Teachers monitor student progress, communicate with student's other teachers, and implement interventions. If the student is not making progress, a referral is made to the RtI Leadership team. The RtI leadership team meets bi-weekly on Tuesday's to evaluate Tier 2/3 interventions, or more often if needed. Grade level teams meet quarterly to develop interventions.

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

The RtI team communicates with the School Advisory Council (SAC), principal, department chair-persons, instructional coaches, and administrators to ensure the academic goals set forth in the School Improvement Plan are achieved and aligned with district initiatives. The RtI Leadership team develops and implements the action steps to accomplish school goals as determined by gaps in data.

MTSS Implementation

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

The RtI chair designates selected RtI members to collect and analysis tiered data. 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 tier evidence-based intervention is evaluated. A variety of data management systems are used including, but not limited to Data Warehouse reports, Pinnacle reports, and classroom observations using a variety of collection methods, counselor and agency reports.

Describe the plan to train staff on MTSS.

Staff will be introduced to the RtI concept on the first day back to school (August 15). A more comprehensive procedural type in-service will be given on August 16. The grade level teams will meet and grade level teachers will receive their student assignments on August 19. The RtI Leadership team will meet on August 18.

Describe the plan to support MTSS.

Administration, guidance and faculty will work together to identify and work with students in need of RtI. It will be a collective effort to then provide appropriate interventions to assist students on an individual basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Fort Lauderdale Literacy Leadership Team consists of the principal, assistant principals, Reading Coach, department heads, and guidance staff. This team also functions as the school based leadership team to identify school needs.

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

This leadership team will meet monthly to evaluate school-wide reading data, analyze data trends and adjust literacy initiatives accordingly. The leadership team members then report to their respective departments to share and discuss recommendations from the LLT so that teachers can then adjust their instructional focus.

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

Goals: Level 4-5 Sustain
Level 3 Sustain-Improve 65%
Level 1-2 Improve 65%
This leadership team will focus on improving the achievement of the lowest 25% percentile of students in Reading.

School Wide Literacy Practices:

- Sustained Silent Reading and Writing (SSRW)
 1. Teachers will continue to follow the Departmentalized Monday, Wednesday, and Friday schedule hanging in their classrooms, dedicating 30 minutes to sustained silent reading one day per week. Math/Social Studies scheduled on Monday, English/Fine Arts/CTACE scheduled on Wednesday, and Science/World Languages scheduled on Friday. Teachers are expected to include this time in their IFC's and will be held accountable through classroom walkthroughs and observation
 2. Teachers should be modeling effective silent reading during this time. An example of this is the teacher sitting visibly in front of the class reading text silently.
 3. Writing activities should be meaningful, relevant, and accountable. Discussion activities are encouraged to promote motivation and authenticity. (How will you ensure or account for those teachers that are not equipped to come up with "relevant, meaningful writing activities.")
- Word of the Day and Theme of the Week Programs
 1. Words will continue to be read-aloud during morning announcements with a review day at the end of the week. Teachers are encouraged to post the words on a daily basis and review the word with students after it is read on announcements.
 2. This year there will be a theme of the week (content driven) with an emphasis on common roots, prefixes, and suffixes.

3. Smoothie Incentive Program will continue with two students being awarded free smoothies in the cafeteria for knowing the word of the day.

4. Entire faculty is urged to use the daily word as much as possible throughout the day to maximize the fidelity of this practice. Examples are having the students use the word in written assignments and class discussions.

- Mastery Check Mini-Assessment Program

1. Homogenous 9th and 10th grade classrooms will continue to participate in six Mastery Check's throughout the school year in preparation of 2011 FCAT.

2. Homogeneous 11th and 12th grade students will continue to participate in six SAT Prep Assessments.

3. This year the benchmarks tested will include Math and Reading, but exclude Science. Reading benchmarks will follow the FCAT 2 content.

4. Dissemination and scoring of the assessments will remain the same with N.Anchell delivering bubble sheets and assessments in teachers' mailboxes prior to the scheduled date. Completed bubble sheets will then be turned in to N.Anchell who will place data in Virtual Counselor.

5. Teachers are encouraged to check data as soon as reports are available and share information with the students via data chats or class review.

School Wide Literacy Instructional Focus Calendar

1. The Literacy IFC will be provided to teachers once per marking period and will outline the school wide assessment schedule (including practice writing prompts and district mandated testing such as BAT and FCAT testing).

2. Benchmarks tested on the Mastery Check will be taught utilizing literacy strategies suggested in IFC. They will be broken down into two to three week increments.

3. All suggested strategies could be found in the CAB Learning Strategies Conference. N. Anchell will schedule periodic modeling of popular strategies during future planning periods (dates TBA).

- Enrichment Program (formerly known as Pull-Out)

1. This year an enrichment program will be provided to eleventh grade retake students prior to October FCAT retakes. Schedule and guidelines will be provided to teachers prior to sessions.

2. After school tutoring sessions will be provided the week before October Retakes.

3. Enrichment will be provided to 9th and 10th grade students prior to April FCAT. Schedule and guidelines will be given to teachers prior to sessions. This year there needs to be a renewed vigor in ensuring students attend enrichment.

Administration will support this renewed attendance accountability

4. FCAT after school tutoring sessions will be provided and dates will be announced as they are scheduled.

- CAR-PD Student Support

1. This year's students designated as CAR-PD, will receive additional support through a push-in model in the classroom, conducted by N.Anchell. Schedules and details will be forthcoming to affected teachers.

2. CAR-PD teachers will continue to receive a list of designated students, their relevant data, and suggestions on improving performance.

- Word Walls / Class Libraries/ Print Rich Environment

1. Word Walls will vary from class to class and can be displayed through creative venues (multi-media, artwork, etc) They should continuously change throughout the year as needed by student progress and be interactive (not just displayed, but used within class activities).

2. All classrooms should have a designated class library, preferably labeled as such, with students gaining access to library as needed.

3. A Print Rich environment includes displayed student work (changing as content changes), charts, graphic organizers, teacher notes, and anything printed or displayed (multi-media acceptable) that is authentic and relevant to student learning. It is an environment that encourages students to read and write because they are surrounded with examples of literacy. It is the first thing an observer notices when they step into a classroom.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers will receive training as needed on early release days, pre planning, and planning days, which includes, but is not limited to Reading in the Content Area, CAR-PD strategies, CRISS strategies, Vocabulary development, differentiated instruction, and other applicable programs to enhance classroom instruction as needed. Trainings are provided by reading coach and district personnel. Reading coach will provide ongoing training on the interpretation of Reading data gathered from 2012 FCAT and district BAT. Reading Coach will provide training on instructional strategies to support reading in the content areas. All teachers will be offered bi-weekly learning communities in reading addressing each benchmark to infuse reading strategies and reading across the content areas. The school has implemented a school wide reading and writing across curriculum process that ensures the all department participate in the schools reading and writing initiatives. The program incorporates the word of the day vocabulary strategy, trip (SSR), and elaboration through writing.

*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?

FLHS offers Vocational courses where students can earn certifications that can be used in the following career fields: Fashion, Tech Studies, 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 would be carried out in their actual field of study. These hands on activities offer students invaluable first-hand experience with regard to field of education.

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?

Course choice is based on student goals, interests, and talents. There are a variety of elective classes offered that allow students to either continue in an area of interest or explore new areas. Programs provide varying levels of academic core courses ranging from basic college prep to Advanced Placement. Students are also able to enroll in additional "core electives" which may include upper level Science and Math classes, or additional Foreign Languages. Course selections are advertised through: elective fairs, grade level assemblies, curriculum guide, classroom visits by guidance and course instructors, and school website . Counselors make classroom visitations to instruct students on completing interest inventories and career planning tools. Each student plans out his/her high school coursework and selects a Major Area of Interest to help relate daily coursework to the students' interest and goals. Each year, during the course selections process, students are able to sit one-on-one with a counselor to discuss career and educational interest so that course selections may be catered to the individual.

We also hold an Elective Fair during this time each year, in which students are able to speak with members of clubs and organizations, as well as current students in elective courses, to get a better understanding of what the elective entails. It is during this registration process that students will select academic core and elective courses for the following year. They are instructed through grade level assemblies, involving a Power Point presentation and handouts, how to access Virtual Counselor and select their courses via an online system. A couple of weeks later, each student sits with a counselor to discuss and finalize these course selections.

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](#)

Objective 1: The number of College Ready students, as defined by FLDOE SB1908, will increase by 10% as compared to the 11-12 school year.

Measurement: The leadership team will identify high performing 9th & 10th graders and provide practice and opportunities to engage in the ACT,SAT and PERT tests prior to traditional test taking time lines for college admissions.

Objective 2: The number of students participating in Advanced Placement or AICE courses will increase by 10% as compared to the number of students that participated in the 2011-2012 school year.

Measurement: The leadership team will conduct an analysis of students' PSAT, SAT, ACT and FCAT scores (as applicable) along with course grades/GPA and identify students who have not registered for AP/AICE courses and encourage their registration prior to September 2012.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring at the proficient level 3 on the FCAT Reading assessment will increase by 3 percentage points from 28.3% to 31% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.3% (265)	31.3% (290)

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	According to 2012 Reading FCAT 2.0 score report, 9th Grade students demonstrated student deficiencies in vocabulary and 10th Grade students demonstrated deficiencies in Literary Analysis.	School wide Word of the Day program using common SAT and FCAT 2.0 affixes will be implemented daily. Students in grades nine through twelve will participate in daily "DO Now" warm up activities aligned to specific benchmarks that pertain to vocabulary development. Students in grades 9-10 will be utilizing Spring Board strategies in all English classrooms to aid in increasing Literary Analysis achievement.	Literacy Coach (Ms. Anchell) and Administrative Team as well as LLT.	Monitor and analyze Word of the Day Test data and tailor instructional plans accordingly. Monitor classroom lesson planning and assessments to ensure teacher accountability	Word of the Day Test Classroom Walkthrough tool Classroom Assessments
2	Limited direct reading instruction for fringe level 3 students	These targeted students will participate in Enrichment Programs facilitated by Literacy Coach.	Literacy Coach	Strategic Plan and administrative support	Mastery Check Data and Bat 2 Data
3	Inconsistency of effective content area literacy strategies	A Reading Plan will be implemented across the curriculum. The plan will include a Literacy Instructional Focus Calendar and Staff development opportunities. Each department will support the instructional focus benchmarks that will be covered by using content-based reading selections from their curriculum. A revamped Sustained Silent Reading and Writing Program (SSRW) will also be implemented to address	Literacy Coach	Monitor classroom lesson planning and design SSRW specifically tailored to meet content area teachers' needs.	Classroom Walkthrough tool Classroom Assessments as well as Mastery Check Data

all levels of readers.

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:	The percentage of students scoring at the proficient level 4,5, or 6 on the FAA reading will increase by 3 percentage points from 33% to 36% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	36%

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 of analytical skills necessary for comprehension	Use of who, what, where, when, and how. Use of graphic organizers.	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
2	Students lack the skills to utilize context clues	Predicting outcomes and paraphrasing	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
3	Students lack the appropriate skills to identify the main characters, setting, and simple plot of the story	Sequencing using prompting (first then last). To make real world connections to text.	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring a level 4 or above on the FCAT Reading assessment will increase by 3 percentage points from 31% to 34% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (291)	34% (318)

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	Addressing reading needs of higher level learners	Revamped SSRW Program utilizes high lexile text to ensure students are reading and are exposed to complex text on a weekly basis.	Literacy Coach and Administrative Team as well as LLT	Classroom Teachers are trained to monitor and facilitate this process.	Rhetorical Triangle Writing activity that accompanies complex text provided to classroom teachers.
2	Lack of systematic, Tier2 direct instruction in vocabulary by content area teachers	School wide word of the day initiative as well as SSRW	Literacy Coach and Administrative Teams	Classroom Teachers are trained to monitor and facilitate this process.	Mastery Check Data

3	Enrichment Opportunities	Monthly Gifted Seminars to address needs of higher level learners	Literacy Coach	Student Survey and Input	Seminar Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of students scoring at the proficient level 7 on the FAA reading will increase by 3 percentage points from 44% to 47% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	47%

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 do not read text with accuracy	. Graphic organizers including KWL and word webs	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
2	Students have difficulty decoding words above level 3	Front loading text and using resource material	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
3	Students have difficulty comprehending words they decode	Use of dictionary and technological resources	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (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:	The percentage of students making Learning Gains on the FCAT Reading assessment will increase by 3 percentage points from 62% to 65% for the 2013 administration of the test
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (564)	65% (590)

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
	Demonstrated student deficiencies in comprehension and fluency	The school will implement an afternoon FCAT tutoring program from January through April. Students will receive both individual and group instruction from FLHS staff members. Topics to	Literacy Coach and Administrative Team	Pre and Post Tutoring data	USA Test Prep Online Software

1	include but will not be limited to reading in the content area, general reading skills, FCAT skills, study skills, test taking skills, and FCAT questioning techniques. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully passed the FCAT reading		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains on the FAA reading will increase by 3 percentage points from 22% to 25% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	25%

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 of analytical skills necessary for comprehension	Use of who, what, where, when, and how. Use of graphic organizers.	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
2	Students are not likely to predict outcomes	Modeling with graphic organizer and small group instruction	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
3	Students have difficulty inferring meaning of text	Peer teaching, teacher modeling, cooperative learning	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (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:	The percentage of students in lowest quartile making learning gains in reading on the FCAT Reading assessment will increase by 3 percentage points from 62% to 65% for the 2013 administration of the test
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.9%(147)	65% (152)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Remediation of lowest quartile based on individual data	Utilizing FAIR Progress Monitoring to meet individual learner needs	Literacy Coach	Progress Monitoring of AP 1 and AP 2 Data to ensure adequate progress and growth is being made with all Level 1 and 2 students	FAIR

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 # Based on ambitious but achievable Annual Measurable Objectives,, the reading achievement gap will be reduced by 50%, beginning with baseline data in 2010-2011,and ending with data from the school year 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	40%	35%	30%	25%	

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:	<p>The percentage of white students not making satisfactory progress in reading on the 2013 FCAT will be reduced 2 percentage points from 17% to 15%.</p> <p>The percentage of black students not making satisfactory progress in reading on the 2013 FCAT will be reduced 2 percentage points from 51% to 49%.</p> <p>The percentage of Hispanic students not making satisfactory progress in reading on the 2013 FCAT will be reduced 2 percentage points from 33% to 31%.</p> <p>The percentage of Asian students not making satisfactory progress in reading on the 2013 FCAT will be reduced 2 percentage points from 26% to 24%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 17%(37) Black: 51%(297) Hispanic: 33%(38) Asian: 26%(6) American Indian: 0	White: 15%(31) Black: 49% (277) Hispanic: 31%(35) Asian: 24%(5) American Indian: 0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: According to 2012 Reading FCAT 2.0 score report, students demonstrated deficiencies in Literary Analysis and Vocabulary. Black: : According to 2012 Reading FCAT 2.0 score report, students demonstrated deficiencies in Literary Analysis and Vocabulary. Hispanic: : According to 2012 Reading FCAT 2.0 score report, students demonstrated deficiencies in Literary Analysis and Vocabulary. Asian: : According to	Our student subgroups will utilize all the Literacy strategies and interventions that are used school wide including Word of Day, SSRW, Push-In and Pull-Out Models, Enrichment, Progress Monitoring through FAIR, BAT 2, Mastery Checks, Data Chats and after school tutoring.	Literacy Coach	All data gathered through these programs will be monitored for each subgroup individual data.	Mastery Check , BAT 2, SSRW, FAI

	2012 Reading FCAT 2.0 score report, students demonstrated deficiencies in Literary Analysis and Vocabulary. American Indian: : According to 2012 Reading FCAT 2.0 score report, students demonstrated deficiencies in Literary Analysis and Vocabulary.				
2	Some students in these subgroups are unable to stay after school for tutoring.	A Push-In model will be utilized to ensure equal access to tutoring.	Literacy Coach and ESE /ELL Support Person	All data gathered through these programs will be monitored for each subgroup individual data.	Mastery Check BAT 2, SSRW, FAIR
3	Struggling Readers in these subgroups need additional individualized instruction.	Access to READ-ON software will be utilized in Reading Classrooms.	Classroom Teachers and Literacy Coach	READ-ON Data will be evaluated	READ-ON

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of English Language Learners (ELL) students not making satisfactory progress in reading on the 2013 FCAT will be reduced 2 percentage points from 98% to 96%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (51)	96%(49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more chances to interact verbally with peers in English Language.	All teachers will be given strategies and tips for involving ELL's in class communication.	ESOL Contact	Anecdotal Records	Observation/Notes
2	Curriculum is not differentiated to meet ELL student needs.	All teachers will be given strategies and tips for differentiating curriculum to meet ELL student needs.	ESOL Contact	Mastery Check Data / BAT 2	Monitor Mastery Check and BAT 2 Data
3	Decoding, fluency, and comprehension skills need to be reinforced.	REWARDS Program	Reading Teachers, Literacy Coach, and ESOL Contact	Pre/Post Test within Rewards	Rewards Pre/Post scale

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of Students With Disabilities (SWD) students not making satisfactory progress in reading on the 2013 FCAT will be reduced 2 percentage points from 70% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (41)	68% (39)

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	SWD need additional support inside of the classroom environment.	Push-In model with support facilitator.	ESE Support Facilitator	Mastery Check/ BAT 2	Monitor Mastery Check and BAT 2 Data
2	Curriculum is not differentiated to meet SWD student needs.	All teachers will be given strategies and tips for differentiating curriculum to meet SWD student needs.	ESE Support Facilitator	Mastery Check Data / BAT 2	Monitor Mastery Check and BAT 2 Data
3	Decoding, fluency, and comprehension skills need to be reinforced.	REWARDS Program	Reading Teachers, Literacy Coach, and ESE Support Facilitator	Pre/Post Test within Rewards	Rewards Pre/Post scale

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged Students not making satisfactory progress in reading will be reduced 3 percentage points from 49% to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (313)	46% (290)

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	These students may not have access to materials at home as other students.	Utilize USA Test Prep Resources, FCAT Pro, FCAT Explorer and Florida Achieves to narrow the gap	Literacy Coach and Classroom Teachers	Data garnered from these tools will be monitored and evaluated	USA Test Prep, FCAT Pro, FCAT Explorer and Florida Achieves website data
2	Lack of Attendance may be a factor	Utilize motivational programs to encourage attendance	Administrative Team	Student Feedback and Attendance Levels will be monitored	Attendance Records
3	Lack of Motivation is possible barrier	Data Chats and Motivational Programs	Literacy Coach and Administrative Team	Mastery Check and BAT 2 Data will be monitored and evaluated	Mastery Check and 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
NGCARPD	9-12	District Trainings	Subject	October Trainings	Practicum/Portfolio	Literacy Coach

School Wide Literacy IFC/Trainings	9-12	Literacy Coach	School Wide	Every Marking Period	School Wide and District Data	Literacy Coach/LLT/Admin
Spring Board	9-10 and 12	District Trainings	English	Fall Trainings	School Wide Data, CWK	Literacy Coach/ELA Dept Chair/Admin

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School(FCAT/EOC/SAT/ACT Prep	Instructional Staff for Saturday School	Accountability	\$1,868.75
FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
			Subtotal: \$7,868.75
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: \$7,868.75

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The percentage of students scoring at the proficient level 739-835 on the CELLA Writing will increase by 3 percentage points from 59% to 62% for the 2013 administration of the test.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
59% (13)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited exposure to the English language	Bilingual dictionaries, bilingual support, use of	ESOL teacher/ESOL	Teacher observation, assessments, and	Comprehensive English Language

1		illustrations and diagrams.	contact	tailored instructional plans	Learning Assessment (CELLA)
2	Limited vocabulary	Bilingual dictionaries, bilingual support, Vocabulary Improvement Strategy (VIS), and word banks	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)
3	Limited prior knowledge of English language	Bilingual dictionaries, bilingual support, demonstrations, graphic organizers, cooperative learning groups, alternative assessment instruments	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring at the proficient level 778-820 on the CELLA Reading will increase by 3 percentage points from 27% to 30% for the 2013 administration of the test.

2012 Current Percent of Students Proficient in reading:

27% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary	Bilingual dictionaries, bilingual support, Vocabulary Improvement Strategy (VIS), and word banks	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)
2	Limited exposure to the English language	Bilingual dictionaries, and bilingual support	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)
3	Limited prior knowledge of English language	Bilingual dictionaries, and bilingual support	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring at the proficient level 746-850 on the CELLA Writing will increase by 3 percentage points from 32% to 35% for the 2013 administration of the test.

2012 Current Percent of Students Proficient in writing:

32% (7)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to the English language	Bilingual dictionaries and bilingual support	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)
2	Limited prior knowledge of English language	Bilingual dictionaries and bilingual support	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)
3	Limited vocabulary	Bilingual dictionaries and bilingual support	ESOL teacher/ESOL contact	Teacher observation, assessments, and tailored instructional plans	Comprehensive English Language Learning Assessment (CELLA)

CELLA Budget:

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

End of CELLA Goals

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:	The percentage of students scoring at the proficient level 4,5, or 6 on the FAA math will increase by 3 percentage points from 44% to 47% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack retention of previous skills acquired in preceding math courses.	Math teachers will spiral previous skills in to their assignments.	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (FAA)
2	Students lack of analytical skills necessary for comprehension	Math teachers will use manipulatives, hands on material and real world experience.	ESE teacher	Teacher observations, graded work samples, Classroom walkthrough tool, and assessments	Florida Alternative Assessment (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:	The percentage of students scoring at the proficient level 7 on the FAA reading will increase by 3 percentage points from 22% to 25% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not having the intellectual ability to interpret graphs and charts	One-on-one instruction, use of hands on manipulatives, and real world application problems.	ESE teacher	Teacher observations, graded work samples, Classroom Walkthrough Tool, and assessments	Florida Alternative Assessment (FAA)
2	Students lack the skills needed to solve equations	One-on-one instruction and use of manipulatives.	ESE teacher	Teacher observations, graded work samples, Classroom Walkthrough Tool, and assessments	Florida Alternative Assessment (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:	The percentage of students making learning gains on the FAA math will increase by 3 percentage points from 33% to 36% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	36%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's intellectual ability	One-on-one instruction, individualized Educational Plan, use of manipulatives, and differentiated instruction.	ESE Specialist	Teacher observations, graded work samples, Classroom walkthrough Tool, and assessments	Florida Alternative Assessments (FAA)
2	Students lack prerequisite skills needed for mastery	One-on-one instruction, use of manipulatives, reteaching and differentiated instruction.	ESE Specialist	Teacher observations, graded work samples, Classroom Walkthrough Tool, and assessments	Florida Alternative Assessment (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:	The percentage of students achieving proficiency in math (range 3) will increase 4 percentage points from 45% to 49% as measured by the 2013 End of Course (EOC) examination for Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45 %(222)	49%(241)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack retention of previous skills acquired in preceding math courses	Math teachers will spiral previous skills in to their assignments.	Department pre and post tests, IFCs and classroom walkthrough tool	End of course examination-Algebra I 2013 Benchmark Assessment	End of course examination-Algebra I 2013 Benchmark Assessment
	Lack of direct instructional focus for fringe level 3.	All 9th , 10th, 11th, and 12th grade students, including but not limited to those who have demonstrated proficiency in Math will have the opportunity to	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions.	End of Course examination-Algebra I 2013 Benchmark

2		participate in an after school tutoring program to accommodate their needs in math concepts and skills. Students, including FLHS members will be used as tutors and mentors. Teachers will supervise these students and the tutoring program. Assessment			
3	Students' lack of motivation.	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the education process.	Mr. Gaines, Mrs. Sterling	Administrative team will monitor smaller learning communities database for accountability.	End of Course examination-Algebra I 2013 Benchmark Assessment

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:	The number of students scoring above proficiency will increase by 10% based on the Algebra I EOC examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24.7% (121)	25.7% (126)

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 direct instructional focus for level 4 and 5 students as it refers to the Algebra I EOC	All 9th, 10th 11th and 12th grade students, including but not limited to those who have demonstrated above proficiency in Math will have the opportunity to participate in an after school tutoring program to accommodate their needs in math concepts and skills.	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions	End of Course examination-Algebra I 2013 Benchmark Assessment
2	Students' lack of motivation	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the education process	Mr. Gaines, Mrs. Sterling	Administrative team will monitor smaller learning communities database for accountability.	End of Course examination-Algebra I 2013 Benchmark Assessment

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 # In six years FLHS will reduce the achievement gap by 50% from 39% to 20%. 3A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30%	27%	25%	22%	20%	

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:	The number of students not making satisfactory progress in Algebra I will decrease in each category by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 14.5 % Black: 38.2 % Hispanic: 15.4% Asian: 14.3% American Indian: 0 %	White: 10% Black: 33% Hispanic: 10% Asian: 9% American Indian: 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with relevant formulas and content vocabulary(all groups	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Monthly mini assessments	2013 End of course Examination Algebra I EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students who have not successfully made learning gains in Algebra as measured by the Algebra I EOC.	Mr. Gaines, Mrs. Sterling	Skills assessments administered during EOC Tutoring	Skills assessments administered during EOC Camp

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:	The number of ELL students not making satisfactory progress in Algebra I will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73.2% (30)	68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Familiarity with relevant formulas and content vocabulary.	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Monthly mini assessments	2013 End of course Examination Algebra I EOC
2	Lack of retention of prior knowledge and skills	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully made learning gains in Algebra as measured by the Algebra I EOC.	Mr. Gaines, Mrs. Sterling	Skills assessments administered during EOC Tutoring	Skills assessments administered during EOC Camp.

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:	The number of SWD students not making satisfactory progress in Algebra I will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.5 %(22)	54%

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	Familiarity with relevant formulas and content vocabulary.	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Monthly mini assessments	2013 End of course Examination Algebra I EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully made learning gains in Algebra as measured by the Algebra I EOC.	Mr. Gaines, Mrs. Sterling	Skills assessments administered during EOC Tutoring	Skills assessments administered during EOC Camp

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:	The number of Economically Disadvantaged students not making satisfactory progress in Algebra I will decrease by 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34.8%(123)	29 %

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with relevant formulas and content vocabulary.	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Monthly mini assessments	End of course Examination Algebra I EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully made learning gains in Algebra as measured by the Algebra I EOC	Mr. Gaines, Mrs. Sterling	Skills assessments administered during EOC Tutoring.	Skills assessments administered during EOC Camp.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percentage of students achieving proficiency in math (range 3) will increase 5 percentage points from 45% to 50% as measured by the 2013 End of Course (EOC) examination for Geometry.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (158)	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack retention of previous skills acquired in preceding math courses.	Math teachers will spiral previous skills in to their assignments	Mr. Gaines, Mrs. Sterling	Department pre and post tests, IFCs and classroom walkthrough tool	End of course examination-Geometry 2013 Benchmark Assessment
	Lack of direct instructional focus for fringe level 3 students.	All 9th , 10th, 11th, and 12th grade students, including but not limited to those	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions.	End of Course examination-Geometry 2013

2		<p>who have demonstrated proficiency in Math will have the opportunity to participate in an after school tutoring program to accommodate their needs in math concepts and skills. Students, including FLHS members</p> <p>Will be used as tutors and mentors. Teachers will supervise these students and the tutoring program.</p> <p>Assessment</p>			Benchmark
3	Students' lack of motivation.	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the education process.	Mr. Gaines, Mrs. Sterling	Administrative team will monitor smaller learning communities database for accountability.	End of Course examination-Geometry 2013 Benchmark

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The percentage of students achieving proficiency in math will increase 5 percentage points from 26% to 31% as measured by the 2013 End of Course (EOC) examination for Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (91)	31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack retention of previous skills acquired in preceding math courses.	Math teachers will spiral previous skills in to their assignments.	Mr. Gaines, Mrs. Sterling	Department pre and post tests, IFCs and classroom walkthrough tool	End of course examination-Geometry 2013 Benchmark Assessment
2	Lack of direct instructional focus.	<p>All 9th , 10th, 11th, and 12th grade students, including but not limited to those who have demonstrated proficiency in Math will have the opportunity to participate in an after school tutoring program to accommodate their needs in math concepts and skills. Students, including FLHS members</p>	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions.	End of course examination-Geometry 2013 Benchmark Assessment

		Will be used as tutors and mentors. Teachers will supervise these students and the tutoring program. Assessment			
3	Students' lack of motivation	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the education process.	Mr. Gaines, Mrs. Sterling		End of course examination-Geometry 2013 Benchmark Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # In six years FLHS will reduce the achievement gap by 50% from 26% to 15%.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	22%	18%	15%	

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:	The number of students not making satisfactory progress in Geometry will decrease in each category by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 18.5% Black: 34.6% Hispanic: 15.8% Asian: 0% American Indian: NA	White: 13.5% Black: 29.6% Hispanic: 10.8% Asian: 0% American Indian: NA

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	Familiarity with relevant formulas and content vocabulary(all groups)	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Monthly mini assessments	End of course Examination Geometry EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions.	End of course Examination Geometry EOC

	12th grade students that have not successfully made learning gains in Algebra as measured by the Algebra I EOC		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The number of ELL students not making satisfactory progress in Geometry will decrease in each category by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.7 (15)	52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with relevant formulas and content vocabulary.	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	End of course Examination Geometry EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully made learning gains in Algebra as measured by the Geometry EOC.	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions.	End of course Examination Geometry EOC

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:	The number of SWD students not making satisfactory progress in Algebra I will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.5 %(22)	54%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with relevant formulas and content vocabulary.	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Monthly mini assessments	. 2013 End of course Examination Algebra I EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully made learning gains in Algebra as measured by the Algebra I EOC.	Mr. Gaines, Mrs. Sterling	Skills assessments administered during EOC Tutoring	Skills assessments administered during EOC Camp

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:	The number of Economically Disadvantaged students not making satisfactory progress in Geometry will decrease in each category by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.8% (74)	26.8%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with relevant formulas and content vocabulary	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	Mr. Gaines, Mrs. Sterling	Teachers will employ EOC activities that focus on using relevant formulas. Content specific vocabulary will be taught using direct instruction.	2013 End of course Examination Geometry EOC
2	Lack of retention of prior knowledge and skills.	The school will implement an EOC Camp program. The students will receive both individual and group instruction from FLHS staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully made learning gains in Algebra as measured by the Geometry EOC	Mr. Gaines, Mrs. Sterling	Analysis of skills assessments administered during tutoring sessions.	2013 End of course Examination Geometry EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Common Core & End of Course Exams	9-12	Dan Katz	Reading, English, Math, Science, Social Studies	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Sara LaRosa
PLC Using Formative & Summative Assessments to Drive Instruction	9-12	Cyd Sterling	Mathematics Teachers	Early Release, Professional Study Days, & planning Days	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Sara LaRosa

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School (FCAT/EOC/SAT/ACT Prep)	Instructional Staff for Saturday School	Accountability	\$1,868.75
FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
			Subtotal: \$7,868.75
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: \$7,868.75

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:	The percentage of students scoring a level 4, 5, and 6 on the FAA math will increase by 3 percentage points from 66% to 69% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (4)	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited intellectual abilities.	Hands on manipulatives and one-on-one instruction	ESE teacher	Progress monitoring and teacher made assessments	Florida Alternative Assessment (FAA)
2	Students inability to recognize processes used in science	Differentiated instruction and hands on materials	ESE teacher	Progress monitoring and teacher made assessments	Florida Alternative Assessment (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:	The percentage of students scoring a level 7 on the FAA math will increase by 3 percentage points from 33% to 36% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	36%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The complexity of describing processes of science	Hands on material, one-on-one instruction, and cooperative learning groups	ESE teacher	Classroom walkthroughs, teacher made test, and progress monitoring	Florida Alternative Assessment (FAA)
2	Student's intellectual ability	One-on-one instruction, differentiated instruction	ESE teacher	Classroom walkthroughs, teacher made test, and progress monitoring	Florida Alternative Assessment (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:	The goal for these students is to have them not just pass the EOC, but to increase their depth of knowledge and prepare them for advanced placement and AICE science courses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (154)	35%

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	Science building and technology are antiquated and insufficient	Inquiry based approach, targeted on areas of EOC and depth of knowledge in order to prepare these students for advanced chemistry, advanced biology and advanced physics	Classroom teacher	Pretest/Post test	EOC scores and passing rates
2	Incorrect placement	Focus on Vocabulary	Department Chair	EOC passing rates	Term Exams
3	Student resistance because of lack interest	Focus on Critical Thinking	Supervisor of Department	Term Exams	Teacher observations

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Biology-Core The goal for this course is to provide a strong foundation in science in order to build a strong base for all learning, as well as to prepare them for the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (206)	45%

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	Science building and the technology are antiquated and insufficient.	Increase student engagement in short activities and small groups utilizing differentiated instruction methods.	Classroom teacher	Pretest/Post test	EOC scores and passing rates.
2	Student resistance because of reading skills	Teach to real life	Department chair	EOC passing rates	Term Exams
3	Student lack of motivation	Student presentations	AP Supervisor of Department	Term Exams	Teacher observations

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
PLC Using Formative & Summative Assessments to Drive Instruction	9-12	Casey Portnoy	Science Teachers	Early Release, Professional Study Days & Planning Days	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Sara LaRosa
PLC Common Core & End of Course Exams	9-12	Dan Katz	Reading, English, Math, Science, Social Studies	2nd & 4th Tuesday of Each Month Afterschool	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Sara LaRosa

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School (FCAT/EOC/SAT/ACT Prep)	Instructional Staff for Saturday School	Accountability	\$1,868.75
FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
			Subtotal: \$7,868.75
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: \$7,868.75

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:	The percent of students scoring a 4.0 on the writing assessment will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (304)	89% (315)

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 need additional help with conventions and spelling.	English teachers will devote time to daily activities to reinforce these skills such as peer review and warm ups.	Classroom Teachers, Ms. Larosa, Dr. Beaulieu	District Writing prompts and school wide prompts.	Student Conferences, Peer Editing
2	Students need reinforcement in writing process and models of sophisticated, complex text.	Spring Board curriculum addresses the need with Writing Workshops and both formal and informal writing activities.	Classroom Teachers, Ms. Larosa, Dr. Beaulieu	Analyze student writing	Conferences and Teacher Evaluation
3	Students need the writing process modeled for them to emulate top level 4 -quality writing.	Through the use of Think Aloud in Spring Board Writing Workshops and class evaluation of District Writing Prompts	Classroom Teachers, Ms. Larosa, Dr. Beaulieu	Analyze student writing	Conferences and Teacher Evaluation

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:	The percentage of students scoring a level 4 or higher on the FAA reading will increase by 3 percentage points from 75% to 78% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	78%

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 ability to write expressive, informative, or in figurative forms.	One-on-one instruction and use of real world material.	ESE teacher	Teacher made assessments, Classroom Walkthrough Tools, and teacher observations	Florida Alternative Assessment (FAA)

(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
Spring Board Training	9-10, 12	District	English Teachers	Fall Trainings	Evaluation of student writing	Dr. Beaulieu
Writing Workshop Process	9-10	Literacy Coach	English Teachers	Second Marking Period	Evaluation of student writing	Literacy Coach, Dr. Beaulieu

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School (FCAT/EOC/SAT/ACT Prep	Instructional Staff for Saturday School	Accountability	\$1,868.75
FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
			Subtotal: \$7,868.75
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: \$7,868.75

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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		FLHS will maintain a high-level attendance rate.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92% (293,286)		93%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
444		434			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
1		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in absences on early release days	Teachers will create incentive for attendance on Early release days	Classroom Teacher and Administration Team	Attendance record review	Decrease in number of students absent as compared to previous year's data
2	Decreased motivation for Seniors towards the end of the year	Teachers will create incentive for attendance. Parent Link call, staff telephone call, letter to parent or parent conference with administrator	Classroom Teacher and Administrative Team	Attendance record review	Comparison of Senior attendance records for the past several years.

3	Students' tardiness	Parent Link call, staff telephone call, letter to parent or parent conference with administrator Hall Sweeps administered between classes	Classroom Teacher and Administrative Team	Attendance record review	Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inspiring Leaders	9-12	Sara LaRosa	School-Wide	Monthly	Using Research based Strategies to Create School Reform that will be implemented	Sara LaRosa

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:	FLHS will reduce the Out-of-School Suspension by 5%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
585	556
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
311	296
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
103	98
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
86	82

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' interests in other non-educational activities that prevent them from attending school.	Pair up students needing additional assistance with mentor or adviser. All 9th and 10th grade students will be placed in a smaller learning community to enhance personalization of education.	Administrator/Support Personnel	Student focus group and/or survey	Student disciplinary referrals
2	Special needs students need more individualized attention	Guidance department will develop and implement a small group counseling program to address the various needs of students.	Administrator/Support Personnel	Student focus group and/or survey	Student disciplinary referrals
3	Newer teachers are still in the process of learning effective classroom management techniques	Provide assistance by means of mentoring, using during professional development.	Administrator/Support personnel	Classroom Walk-Through	Rubric or Time on Task Instrument

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
Inspiring Leaders	9-12	Sara LaRosa	School-Wide	Monthly	Using Research based Strategies to Create School Reform that will be implemented	Sara LaRosa

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Fort Lauderdale High School will decrease the dropout rate by 3%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
18%	15%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
82%	85%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of state requirements for graduation.	Guidance department will conduct data chats with students and inform them of graduation requirements.	Guidance Personnel, Administrative Team, Teachers	Student focus group/survey	Analysis of graduation data.
2	Incoming 9th graders in the "at risk cohort" need more individualized attention to assist with their transition to high school.	All 9th grade students will be monitored to ensure the academic and social transition from middle to high school goes smoothly.	Guidance Personnel, Administrative Team, Teachers	Analysis of student data. Student focus group/survey	Analysis of "at risk" cohort graduation data.

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

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

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

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Increase the number of parents involved in school related activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
45% of the parents of students were involved in a school-related activity		50% of the parents of students will be involved in a school-related activity.			
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	Due to the size of the school parents may feel that communication from school is impersonal.	Improve our website to allow parents to communicate with teachers and administrators and collect survey data of ways to improve parent involvement.	Administrative Team, Classroom Teachers and website manager	Monitor website traffic and collect data of parent access to school website	Parent survey

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
Parental Involvement Student Involvement	All grade levels All subjects	Priscilla Ribeiro/Frank Gaines	Goal: Increase parental involvement by requesting their assistance with a school-wide community service project.	September 2012 – May 2013	Monthly reporting by student clubs/organizations at SAC/SAF meeting.	Mr. Gaines
Parental Involvement Student Involvement	All grade levels All subjects	Priscilla Ribeiro/Frank Gaines	Goal: Improve the school and stakeholder relationship.	September 2012 – May 2013	Monthly reporting by student clubs/organizations at SAC/SAF meeting.	Mr. Gaines

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:	<p>The goal for the development of STEM has been the focus of learning skills that create a seamless transition for students moving to their next level of education with relevance. We are cognizant of the entwinement of math with science.</p> <p>In light of this position, we have created new classes that promote STEM, such as Applied Physics, Biotechnology, Experimental Science, which is Nutritional and Public Health Sciences, four different chemistry levels and focus, three different Environmental Sciences and four different Biology levels.</p>				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Matching correct math levels with sciences and pairing teachers	Communication: Professional Study Days (PSD)	Department Chairs	Classroom test scores	Pretest/Posttest
2	Initial teacher resistance	Sharing IFCs information between partnered teachers	AP Supervisor of departments	Student's science projects	Quality of projects
3	Physical distance of classrooms and no common planning	Observe partnered classroom	Principal	Student engagement	Percentage of successful completion

(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
PLC Common Core & End of Course Exams	9-12	Dan Katz	Reading, English, Math, Science, Social Studies	2nd & 4th Tuesday of Each Month Afterschool	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Sara LaRosa
Advanced Placement & Advanced International Cambridge Examination Professional Learning Community	9-12	Marie Hautigan	Reading, English, Math, Science, Social Studies	1st & 3rd Tuesday of Each Month	Implementation of Strategy Student Work Brought Back for Whole Group Discussion Work Students In Small Group Instruction	Sara LaRosa

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	By May 2013 60% of students/clients will have demonstrated an increase in learning gains in Reading as evidenced by FCAT or SAT/ACT scores.
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	Absenteeism ESE/ESOL status Class size Multiple Grouping	Phone Calls Small Group Learning Tutorials Enjoyable Reading and Digital Print Use of CARPD skills	Teacher, Reading Coach, Student, Parent/s, Peer Coaches	Prior Efforts	FCAT/SAT/ACT Scores, classroom scores

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
CTE PLC	9-12	Callie Melton	CTE, Performing Arts Teachers	Early, Release, Professional Study Days, and Planning Day	Reflect on Student work and make modifications	Sara LaRosa

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)

N/A Goal:

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Saturday School (FCAT/EOC/SAT/ACT Prep)	Instructional Staff for Saturday School	Accountability	\$1,868.75
Reading	FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
Mathematics	Saturday School (FCAT/EOC/SAT/ACT Prep)	Instructional Staff for Saturday School	Accountability	\$1,868.75
Mathematics	FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
Science	Saturday School (FCAT/EOC/SAT/ACT Prep)	Instructional Staff for Saturday School	Accountability	\$1,868.75
Science	FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
Writing	Saturday School (FCAT/EOC/SAT/ACT Prep)	Instructional Staff for Saturday School	Accountability	\$1,868.75
Writing	FLHS STAR Tutoring Program	Instructional Staff for STAR Tutoring Program	Advanced Placement Funds	\$6,000.00
				Subtotal: \$31,475.00
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: \$31,475.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the

statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Saturday School(FCAT/EOC/SAT/ACT Prep and detention	\$7,475.00

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

The SAC will work during the 2012-2013 school year to increase parent and community involvement as well as be a forum to relay the vision of the school to the community.

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 FORT LAUDERDALE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	84%	86%	37%	262	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	56%	74%			130	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	61% (YES)			114	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					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District FORT LAUDERDALE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	80%	94%	37%	263	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	75%			126	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	43% (NO)	57% (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					499	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested